Marcia Freeman's K-8 School-Wide Writing Program and Staff Development Resource

# CraftPlus® Curriculum Guide

## **Middle School**

Sixth Grade
Seventh Grade
Eight Grade

**Third Edition** 

Maupin House

CraftPlus® Curriculum Guide Third Edition

© 2004, 2005, 2006, 2007 Maupin House Publishing, Inc.

CraftPlus® is a registered trademark of Maupin House Publishing, Inc.

Target Skills™ is a trademark of Maupin House Publishing, Inc.

All Rights Reserved.

Materials and Reproducibles may be copied for classroom use only.

## Acknowledgements

I would like to express my appreciation to the school districts of Sarasota County, Florida and Montgomery County, Maryland for their help in creating this staff development program; to their instructional television personnel, who produced the sixteen videos; to Lynn Urban, Project Coordinator, of Sarasota County and Robin Weaver, Principal, Harmony Hills Elementary School in Montgomery County, who shepherded pieces of the project in their respective districts; to Cheryl Srygley and Nell Waldrop and the teachers in Jefferson Parish, Louisiana for their support; and to my husband Mike Freeman, my first editor and booster, who holds the fort during my travels.

Marcia S. Freeman



Maupin House Publishing, Inc. 2416 NW 71 Place Gainesville, FL 32653 800-524-0634 www.maupinhouse.com

## **Table of Contents**

## Section 1

Preface—Marcia S. Freeman1.v
Quick CraftPlus Overview
The CraftPlus Components1.7
Key Terms1.8
Writing Notebooks for Teachers and Students1.9
Understanding CraftPlus Writing Levels and Instructional Levels 1.10
How to Teach a Target Skill1.11
The CraftPlus Mini-Lesson1.12
The Reading/Writing Connection1.14
Teaching with Picture-Prompted Writing: Sample Mini-Lesson 1.15
How to Plan for and Teach with Genre Blocks in Grades 2-8 1.18
Suggested Classroom Instruction Timeline
Suggested Study Group Schedule 1.22
CraftPlus Supporting Templates and Forms
Primary Writing Stages Assessment1.25
Assessment Form A1.26
Assessment Form B1.27
Genre Block Planning Tool1.28
Lesson Plan Template1.29
Literature Models for Mini-Lessons Template1.30
Rubrics
Section 2
Study Guide Discussion Points and Video Visuals 2.1-2.47

## **Section 3**

CraftPlus Curriculum, Forms, and Lesson Scaffolds: Contents 3.i
A Year of Writing3.3
Genre Map3.5
Grade-Level Marking Period Pacing Charts3.6
Genre Tier Charts3.7
Genre Target Skill Extensions3.31
Quarterly Target Skills-Instruction Record by Genre
Application of Target Skills by Genre Block: Class Roster 3.46
Lesson Plan Scaffolds
Use of Quotations as a Hook3.49
Circle Back to the Hook Ending Technique 3.52
Thesis Statements: Prove It!

## On CD

K-8 Student Writing Samples
Program Visuals Prepared for Overhead Use
High Frequency Word List
Greenbar Paper Reproducible
This Writing Is Under Construction Sign
This Writing Was Edited For... Sign
CraftPlus Comparison Organizer
Bibliography

## Dear Colleagues:

This is an exciting time for writing education. Educators are paying increased attention to the subject, and for good reason. Nationally recognized research has identified a strong writing program as one of five characteristics common to schools that achieve superior academic performance, regardless of student demographics. In addition, state writing standards and proficiency testing are driving interest in improved writing education. Writing is now recognized as a powerful tool for learning and for authentic assessment throughout the content areas.

By embarking on the CraftPlus program, you are joining educators across the country who are responding to these developments and in the process revolutionizing writing instruction. CraftPlus represents a fundamental change in how we look at writing and how we teach it. It leaves behind the "assign and assess" paradigm and goes well beyond creative writing journals.

In CraftPlus, we teach writing craft—the wonderful set of skills and techniques that good writers know and use to make their writing effective and enjoyable. Through its enhanced writing-process mechanisms, CraftPlus instruction promotes revision, the key to good writing.

I am confident you will find the CraftPlus approach logical, effective, and satisfying. I know this from the many teachers who have told me:

"You changed my life."

"This is stuff I never learned in school myself."

"This is the piece that was missing in my attempts to teach writing."

"I couldn't get my students to write, now I can hardly get them to stop."

"Two years ago 27% of my students scored above the state average on the writing assessment; this year 100% of them, and it's all because of your writing-craft approach to teaching writing."

You will be amazed when you see what your students can do when you teach writing craft. And you will be even more so when you see what your students can do when they have learned these skills progressively from kindergarten.

As I said, this is an exciting time for writing education, and it is a rewarding time to be a writing educator.

Marcia S. Freeman July 2006

## **Quick CraftPlus Overview**

"Our range, our capabilities go no further than craft. Even in creative writing courses, craft is all that can be taught."

—Robert Scholes, The Rise and Fall of English (1998)

CraftPlus is a K-8 writing program that unifies writing instruction across an entire school or district. The integrated learning package consists of a K-8 core writing curriculum based on Target Skills-instruction, professional books, grade-level Curriculum Guides, sixteen workshop and classroom demonstration videos or DVDs, and a CD with student samples and other classroom support materials. You will learn how to teach writing by working with the materials in study groups, reading the books, and by practicing in your own classrooms the skills and techniques you learn.

What you will do first. Most teachers like to start small when they make changes in the way they teach. That's fine. CraftPlus is not an all-or-nothing program. As you work with the CraftPlus components over the next year or two, your approach to writing instruction will change, too. Teaching to Target Skills makes it easy to begin teaching writing craft almost immediately as part of your normal writing schedule and during contentarea instruction.

First off, you'll watch a video or two, read a few pages of the professional books, and get started with your study group. You'll learn the basic instructional techniques you need to get started. In your classroom, you'll start by teaching basic, descriptive Target Skills from a list that CraftPlus provides. These skills build a foundation for later work with genres.

## The CraftPlus Components

CraftPlus is an integrated learning package with a curriculum, professional books, grade-level Curriculum Guides, and sixteen videos.

**The Videos.** Videos 1-10 are about 40 minutes long, contain one to four segments and are appropriate for all K–8 teachers. Video 11, "The Emergent Writer's Workshop," demonstrates how kindergarten and first-grade teachers can move young students from each emergent-writer stage to the next. This video is 34 minutes long. Videos 12-16 demonstrate specific writing-craft lessons in a classroom. They cover editing by ear, elaboration, ending techniques, supporting details, and sentence variation. Each of these videos connects to a workshop video topic.

CraftPlus Curriculum Guide. This desk-level guide supports a year of instruction. Section 1 gives you an overview and includes templates for instruction and assessment, planning forms, lesson plan template, and three rubrics. Section 2 contains study group discussion points and program visuals. Section 3 contains the grade-level curriculum, quarterly Target Skills-instruction records, records of student application of Target Skills, end-of-year expectations, Target Skills by genre, and lesson plan scaffolds. A separate CD contains student writing samples in all genres, the program visuals prepared for use as overheads and handouts, and various classroom supports.

**Professional Resource.** Each teacher receives one of the professional resources cited in the study guide discussion. The resources are full of useful tips and lessons. The resources extend the information you will find in the videos. They are designed to be used with the videos.

Your CraftPlus facilitator, who supports CraftPlus implementation for your school or district, has received copies of the professional resources and the Curriculum Guides for the grades purchased.

## **Some Key Terms**

**The K–8 Curriculum.** The progressive and spiraling K–8 curriculum is organized by genre around composing, organization, and convention skills. CraftPlus introduces the craft-directed curriculum from the first day of school in kindergarten, even for students who cannot read. Instruction incorporates writing process and emphasizes practice writing in writing workshop or content-area writing.

The CraftPlus curriculum covers the major craft elements pertinent to descriptive writing and narrative and expository genres. The K–8 Genre Map in Section 3 shows you the genres that CraftPlus supports and the genres that you will be teaching in your grade.

Target Skills. Target Skills are single writing-craft skills that you teach and which your students then practice and apply either in writing workshop or in response to content-area instruction. Target Skills transform writing instruction into an objective-based activity in which specific writing-craft skills are modeled, explained, and practiced. Target Skills help students learn the skills and techniques that all writers use. Writing to Target Skills is the primary focus of practice-writing for students as they journal or write self-selected, assigned, or prompted pieces. Target Skills facilitate revision, and they establish an objective assessment criterion for student writing.

A Target Skill may be general (how to embed definitions in text or use alliteration), or specific to a genre (the chronological ordering of events in a personal narrative). You will learn which Target Skills you are responsible for teaching and how to model these explicit techniques using literature models and examples that you and your students develop.

**Descriptive Writing Target Skills.** All CraftPlus teachers in your school begin each instructional year by teaching and reviewing descriptive writing Target Skills. These skills are used across all genres and in all grades. You will review and teach these organizational and composing Target Skills again as part of your genre-block instruction. You can find Target Skills for your grade in Section 3.

**Genre Blocks.** A genre block is a period of instructional time set aside to teach Target Skills that apply to a specific writing genre. Genre blocks can be as short as one to two weeks for elementary grades and as long as a month or nine-weeks for intermediate and middle grades. K–1 students begin learning about different genres. However, most K–1 students do not sustain genre pieces over time in genre blocks. A genre block for grades 2-8 ends with an assessed piece of student writing.

During your first year working with CraftPlus, K-5 teachers spend more time with core descriptive Target Skills and may only teach a few genre blocks. Middle-school teachers will begin teaching a specific genre after they teach descriptive Target Skills for six to nine weeks.

CraftPlus Writing Levels. This guide organizes Target Skills by genre and within each genre by the developmental stages of writers (Initial, Developing, Fluent, and Fluent Plus, abbreviated as IDFFP). The levels define writers by how well they know and apply appropriate Target Skills, not by age or grade. This continuum helps you differentiate writing instruction based on the ability of your students. They appear on the genre tier charts in Section 3. They are explained more fully later in this section.

Instructional Levels. Each grade level teacher has an instructional role to play in the CraftPlus curriculum. Sometimes you will make students aware of a Target Skill, sometimes students will attempt a skill, and sometimes they will be able to carry that skill to mastery. Since students require several years to master most writing skills, CraftPlus revisits, repeats, and develops many concepts from year to year. The Awareness Level, Instructional Level, or Mastery Level (AIM) lays out the progression for you in the Target Skills Instruction Record Skills-Instruction form in Section 3. They are explained more fully later in this section.

**Study Group Learning.** Research by the Association for Supervision and Curriculum Development (ASCD) and others have shown that study groups are an excellent way to help teachers grow professionally. CraftPlus integrates professional development. You will meet regularly with a small group of colleagues to view a segment of a video and to discuss writing instruction. You will develop and share lesson plans based on the videos and the professional resources and try them out in your classroom.

"Writing craft skills and principles do not change with a writer's age—for example, a six-year-old writer and a sixty-year-old writer must both write with strong verbs. What does change, as the writer's vocabulary and general knowledge increase with reading growth and life experience, is the sophistication with which the writer is able to apply those skills or principles. The strong verb choice of the sixty-year-old will certainly be more advanced than that of the six-year-old. In each grade, the sophistication of our lessons and models must match the experience level of our students."

—Marcia S. Freeman

## **Writing Notebooks for Teachers and Students**

**Teacher Writing Notebooks.** Many teachers find it beneficial to develop a professional writing instruction notebook. Your teacher writing notebook is the place to store mini-lessons with student samples, literature model sources, and completed genre block plans, forms and templates. Customize it to reflect your classroom style and lesson repertoires. You may begin assembling these a few weeks after you begin teaching with CraftPlus. Suggested contents:

- Mini-lessons associated with writing for craft, conventions, and writing-process skills.
- Bibliographies of literature models for each writing-craft lesson.
- Assessments: Genre-block rubrics, state-test rubrics, school/grade rubrics, prompts, and portfolio procedures. See the Target Skills-based rubrics in this section in "Supporting Templates and Forms."
- Grade-specific Target Skills information.
- Student samples.
- State, district, or school language arts standards and benchmarks.

**Student Writing Notebooks.** Student writing notebooks hold writing pieces, writing ideas, and reference sheets. They manage student work effectively. Customize them to reflect your classroom instruction style and students' needs. New resources for student reference should be added throughout the year as they are needed. When you add something new, demonstrate its use with a mini-lesson.

K-1 writers often do most of their writing in journal-like composition notebooks. In addition to a journal, a three-prong, two-pocket folder works well for holding practice- and content-area pieces done on single sheets as well as the student reference resources you provide. Suggested contents:

- Class name list with color photographs
- High frequency word list
- ABC Sound Chart
- Color words, number words
- I can write about... for writing ideas
- Individualized editing check-list (mid-year for kindergarten)

## Optional:

- · Personal word bank
- Target Skills list (first grade)
- · Class-created strong verb lists, descriptive attribute lists

Grade 2–8 writers use a three-ring binder divided into tabbed sections. Suggested contents:

- Writing Record of genre pieces
- · Practice sections that reflect Target Skill lessons
- Finished pieces
- Printed reference pages HELPS
- Self-evaluation methods
- · Resources section
- Target Skills and examples
- High frequency words
- Editing Checklists
- Peer Conferencing

#### Additional Possible Tabbed Sections:

- · Lists of writing ideas
- Lists of craft found in reading
- Description
- Narrative
- Expository
- Literature response

## **Understanding CraftPlus Writing Levels and Instructional Levels**

Writing Levels. At the beginning of each year you'll determine the level of your students' writing with a CraftPlus assessment tool. This information will help you differentiate instruction to meet the needs of individual students. The CraftPlus genre tiers in Section 3 provide Target Skills-application across the Initial, Developing, Fluent, and Fluent Plus writing levels. See CD for leveled student samples.

- Initial writers are making, or have made, the oral-to-written connection. They understand that what they say can be written for an audience or themselves to read. They eventually write a few related sentences, but they often start a sentence in the same way over and over. These writers learn to write a beginning and ending and use basic composing skills in their pieces. Initial writers are approximately grade K–1 students.
- **Developing** writers are more comfortable writing several ideas based on a topic. They can include beginnings and endings in their pieces and make an attempt to vary sentence structure. These writers begin to use composing and literary skills to engage the reader. Developing writers are approximately grade 2-3 students.
- Fluent writers are capable of writing developed multi-paragraphed pieces with beginnings and endings. They use many composing skills and strive for varied sentence structure. They are capable of writing more genres, including persuasion and comparison. Fluent writers are approximately grade 4-5 students.

• Fluent Plus writers write developed multi-paragraphed genre pieces that have logic and flow. They use composing skills and literary devices to convey meaning and style as well as to set the tone of the piece. This most sophisticated writer engages the reader fully. Fluent Plus writers are approximately middle-school students.

The level at which a child can write is affected by cognitive development, prior exposure to writing-craft instruction, and natural aptitude. After the initial implementation year of CraftPlus, you will very likely find that the next class you teach will come to your grade writing at a higher level because students will have had more exposure to explicit writing craft instruction.

Instructional Levels. The CraftPlus instructional levels are specific to each grade. The levels of Awareness, Instructional and Mastery (AIM) represent the year-end expectations for teaching those Target Skills in your grade. You can find them on the Quarterly Target Skills-Instruction Record in Section 3 for grades K–5. Middle-school teachers determine the instructional level for Target Skills based on the year or years in which a genre is taught by circling the appropriate letter (AIM) on the Target Skills-Instruction Record by Genre in Section 3.

CraftPlus Target Skills spiral in difficulty over the K-8 years. Many skills repeat from year to year. The curriculum sets out your instructional level responsibilities so that the teacher at the following level can develop it further. For example, the techniques of beginning a piece with a question, exclamation, and onomatopoeia are Initial writing level Target Skills for both kindergarten and first grade. Kindergarten teachers make the kindergarteners aware of these techniques. First-grade teachers instruct the Target Skill because the students are expected to use the beginning techniques in their writing. The Target Skill is the same: the level of instruction and student expectations differ.

#### **Instructional Level**

A—Awareness	Students know what the Target Skill is and can identify examples in literature models. They may use it orally, with support during shared or interactive writing experiences, or through revision via teacher conference.
I—Instructional	Students practice using the Target Skill orally and in writing. They tend to over generalize, using the Target Skill all the time instead of just when it is most effective.
M—Mastery	Students consistently use the Target Skill in their writing independently. They move away from over-generalizing the Target Skill to applying it effectively in the piece they are writing.

## **How to Teach a Target Skill**

Teaching writing explicitly with Target Skills is the core of CraftPlus writing instruction. In busy classrooms, however, it can be difficult to find the time for extended explicit writing instruction every day. The 10- to 15-minute mini-lesson sequence breaks up explicit Target Skill instruction into a manageable instructional chunk that can be taught at the beginning of the 45-minute writing workshop block or during any small amount of time you have.

Note that the suggestions for After Mini-Lesson may be done immediately following the mini-lesson during the independent writing portion of writing workshop. Or, if you do not have a writing workshop time, After Mini-Lesson can happen any time during the day when students are writing in the content areas or working independently. As long as students are applying Target Skills in writing three to five days a week, you will see growth.

You always begin with an Initial Mini-Lesson and end with an Assessment Mini-Lesson. The number and type of Follow-up Mini-Lessons you do in between will depend on your students' needs. Expect a sequence of mini-lessons on one Target Skill to take from three days to three weeks. The number of mini-lessons needed to teach a single Target Skill is affected by:

- Familiarity with Target Skill instruction: the more familiar students are with the process, especially using pictures, the quicker the lessons will go.
- Writing Level of Students: Initial and Developing writers generally spend more time on individual Target Skills.
- Degree of difficulty of Target Skill: For example, strong verbs are less complex than embedded definitions.

## The CraftPlus Mini-Lesson

## **Initial Mini-Lesson**

Introduce the Concept (Awareness)

- Introduce the Target Skill and share the writing strategy that the Target Skill supports. For example: the Target Skill *Use Strong Verbs* supports the writing strategy to *Create Imagery*. (See The Reading/Writing Connection later in this section).
- Use examples from familiar fiction and non-fiction literature models.
- Begin a chart of examples of the Target Skill.

Try It Out Orally

- Model the skill out loud for students with a photo as your topic source.
- + Have the students try out the skill orally using a single, self-selected photo as their topic choice.

AFTER Mini-Lesson-Practice and Application

• Challenge students to try out the Target Skill in current independent writing pieces, content area writing journals or assignments, learning logs, literacy centers, or homework writing journals. Hold mini-conferences based on Target Skills with students during independent writing.

## Follow-Up Mini-Lesson—Written Demonstration

Begin with quick review of previous mini-lesson. Add literature model or student writing examples to chart.

Try It Out In Writing

Demonstrate the Target Skill with picture-prompted writing using one of the techniques listed below:

- Modeled writing—Teacher writes, students observe (K–8)
- Shared writing—Teacher and students compose together; teacher scribes (K-5)
- Interactive writing—Teacher and students compose together; teacher and students scribe (K-5)
- Parallel writing—Teacher composes a piece on overhead while students compose their versions at their desks (3-8)
- Guided writing—Teacher writes with a small group or one-on-one (K–2 and ELL K–8)

## AFTER Mini-Lesson–Practice and Application

• Provide opportunities for students to practice the Target Skill with picture-prompted writing while you circulate and help individual students.

## Follow-Up Mini-Lesson—Literature Models and Student Examples

Begin with quick review of previous mini-lessons. Review purpose for the reader to build reading/writing connection.

More Models–Share more examples illustrating the Target Skill, adding each new example to the chart.

- · Non-fiction and fiction Big Books, picture books, guided reading books, content area books...
- Students' writing samples that show use of current Target Skill.

## AFTER Mini-Lesson - Practice and Application

• Again, challenge students to use the Target Skill in current independent writing pieces, contentarea writing journals or assignments, learning logs, literacy centers, or homework writing journals. Hold mini-conferences based on Target Skills during writing.

#### **Assessment Mini-Lesson**

Apply Target Skill in Writing

• Teacher model-writes using the Target Skill in the same type of piece (picture-prompted writing, self-selected topic, thematic, or prompted) that students will be writing for assessment. The teacher's writing should mirror the writing level (Initial, Developing, Fluent, and Fluent Plus) of students.

#### AFTER Mini-Lesson—Assessment

- Students demonstrate Target Skill use in assigned piece (picture-prompted writing, self-selected topic, thematic, prompted, or genre block). Use CraftPlus rubric for single or multiple Target Skills to assess writing. Rubrics are in "Supporting Templates and Materials" later in this section.
- Record individual student's Target Skill use with the appropriate forms found in Section 3.
  - Grades K–5: Quarterly Target Skills-Instruction Record
  - Grades 4–5: choose: Quarterly Target Skills-Instruction Record or Application of Target Skills by Genre Block: Class Roster
  - Middle-School: Application of Target Skills by Genre Block: Class Roster

## **Self-Reflection on Instruction Questions**

Reflect on the following questions as a guide for planning future writing mini-lessons:

- What worked well for my students as they learned this Target Skill? (literature models, demonstration lessons (which type), oral practice, student samples, conferencing...)
- What was difficult for my students, how can I change my instruction? (more examples, more oral practice, different demonstration lessons, more written practice...)
- Did most of the students "get it" at the expected level of instruction (AIM)? Do I need to spend more time on the Target Skill now or revisit it later?

## Subsequent Days - Reinforce Target Skill Use

- When conferencing with students compliment them for use of Target Skills in their pieces and suggest specific Target Skills for them to use when revising a piece.
- Add the current Target Skill to the student's writing folder skills list and on lists for conferencing and Author's Chair.
- Continue to add examples of Target Skill use to class chart from a variety of resources. Make students responsible for finding examples from independent reading, peer conferencing, content area reading, or literacy center activities.
- · Do periodic Target Skill review lessons.
- When you assess writing in genres, include general, non-genre specific Target Skills such as descriptive writing composing skills as review skills.
- Assign different, general Target Skills as review skills in content area-writing assignments. For
  example, you can ask students to use a Target Skill in daily reading or science journal entries.

## The Reading/Writing Connection

Students need to understand that the way they write has an effect on their readers. As you teach Target Skills, point out the reading/writing connection so that students understand the purpose of writing well. Below are four major writing objectives with writing strategies and examples of Target Skills that support those objectives.

As students begin to understand writing craft, you will note the reciprocal benefit writing has on their ability to read. They will begin to view reading from the "inside out." They see that the craft that a writer uses in a book they read helps them visualize, organize the material, connect to the material, make inferences, and summarize.

## 1. Writing Objective: Reader needs to visualize.

"I want to see it!" says your reader.

Writing Strategy to Apply: Create Imagery

Writing Target Skills that Accomplish Objective: Strong verbs: readers love action

Sensory attributes: a few choice adjectives Specificity: Fawn instead of baby deer

Comparisons: Like; simile (as... as...), It reminds me of....,

It is so... that ...; and metaphor It is a....

## 2. Writing Objective: Reader needs to understand material.

"I need structure," says your reader.

Writing Strategy to Apply: Organize the Material

Writing Target Skills that Accomplish Objective: Organize informational text by clumping related

information or sequencing in step order

Use hooks, introductory paragraphs, and ending

techniques

Use varied supporting details Give the reader transitions

Link sentences using content words

## 3. Writing Objective: Reader needs to connect text to self.

"Does this interest me and does it relate to me?" asks your reader.

Writing Strategy to Apply: Engage the Reader

Writing Target Skills that Accomplish Objective: Use literary devices

Use specificity: Make your reader smile

Make comparisons

Use varied sentence length and form

Use the pronouns you, we, I

Use varied hooks and ending techniques.

**4. Writing Objective:** Reader needs to make inferences and summarize.

"I want something to do," says your reader.

Writing Strategy to Apply: Give the Reader a Job to Do

Writing Target Skills that Accomplish Objective: Give your readers clues so they can make inferences.

Give a variety of supporting details so readers will agree

with thesis statement or the main idea.

## **Teaching with Picture-Prompted Writing: Sample Mini-Lesson**

Picture-Prompted writing is a core CraftPlus strategy. Any K–8 teacher can use pictures to prompt any type of writing demonstration (modeled, shared, interactive, parallel, or guided writing). Students use picture prompts for practice-writing and assessed pieces.

For both practice pieces and assessed pieces primary grade-children prefer photos cut from magazines and glued to their papers. Students in grades 3-8 can use pictures cut from magazines or numbered, reusable photocard collections for practice and assessment.

This sample picture-prompted writing mini-lesson sequence for Strong Verbs walks you through a lesson. It follows the CraftPlus Mini-Lesson sequence explained earlier in this section. It is a guide, not a script.

#### Materials

- Examples of the Target Skill taken from literature read earlier during class.
- + CraftPlus Photocard Library or teacher-made photocards.
- Chart paper or overhead transparency and markers
- Pencils and student writing paper. (See the CD for computer-generated greenbar paper master.)

## **Strong Verbs**

## **Initial Mini-Lesson**

(Some suggested questions and asides to students are in italics.)

Introduce the Concept (Awareness)

Introduce students to the selected Target Skill by pointing out how various authors have used it.

- Take a few minutes to review examples of Target Skills-writing craft in books read earlier to the students. Listen for strong verbs as I reread passages from some familiar books. Show me a 'thumbs up' when you hear a strong verb.
- Discuss with students how the Target Skill enhances writing. Encourage students to share how an author helped them visualize. Good writers help their readers to visualize. Strong verbs are one of a writer's most powerful imagery tools. They help your reader see what you are writing about.

## Try It Out Orally

- Use the pre-selected pictures to practice the Target Skill out loud. Invite the students to signal a 'thumbs up' when they hear the Target Skill and a 'thumbs down' when it is not demonstrated.
- After a few examples, distribute the pictures and have the students practice using the focus Target Skill out loud with a partner or in small groups. (In K–1, it's usually most effective to keep the students in a single group that tries out the Target Skill on a few teacher-selected pictures. Make sure students voice complete thoughts when they respond to a picture prompt.)
- Encourage the students to use the Target Skill with several different pictures. Ask students to select a favorite example and bring the picture back to the whole group. As students share examples, you can make a class chart listing what the students share.

AFTER Mini-Lesson—Practice and Application

While students at their seats during independent writing, suggest that they try out using strong verbs in pieces they are working on. Why not try using some strong verbs in the piece you are working on today?

## Follow-Up Mini-Lesson—Written Demonstration—Picture-Prompted Writing

Review the Target Skill from the previous day's lesson. Why is it important for you as a writer to write with strong verbs? How does it help your reader?

## Try It Out In Writing

Use modeled writing the first time you introduce picture-prompted writing. After students are familiar with picture-prompted writing for Target Skills-practice you can use other forms of writing demonstrations such as shared writing or parallel writing.

- \* Begin modeled writing. Think aloud as you select a picture to write about in your modeled writing. Let's see. I'm going to use strong verbs in my writing today. I need to select a picture that I know something about and that shows action. Then show a couple of pictures and think aloud to model how they reason out whether they will work or not.
- At the top of your paper, draw a target and identify the Target Skill on which you are focusing. Write down the picture's number if you are using purchased photocards. Write your Target Skill sentences while your students watch. Think aloud as you write. Model-write to match the ability of your students. When you have finished, reread your piece to the class, asking them to signal 'thumbs-up' each time they hear the Target Skill used.

- Review how you selected the picture you used for your model. Model that you asked two questions as you searched for a picture: :
  - 1. Do I know enough about what's happening in the picture to write about it?
  - 2. Is it a good picture for the Target Skill?

After students have selected a photo provide time for oral practice with self-selected pictures. Students who are having difficulty applying the Target Skill may work with you in a small group for further instruction and practice during independent writing time.

AFTER Mini-Lesson—Practice and Application

- Students take the pictures to their seats and begin writing. Circulate around the room, conferring as needed. Observe how many students seem to be using the Target Skill successfully.
- Meet with a small group of students for additional instruction and practice.
- Wrap up today's writing workshop by pointing out a few of the good things you noticed students doing. Remind students that they will all have a chance to share their pieces during the next writing workshop.

## Follow-Up Mini-Lesson—Student Examples from Picture-Prompted Writing

Review the Target Skill if you noticed several students were having difficulty applying it in their independent writing. Provide an opportunity for students to check their pieces for the writing craft and revise for the Target Skill before continuing. Peer conferences can be very effective for older students.

More Models—Share more examples illustrating the Target Skill, adding each new example to the chart.

- Giving a writer time to share his piece and get a response from the audience is a very important part of practice with Target Skills. You can structure sharing and response in whole groups, in teacher-directed small groups, in student-led small groups, or in pairs. For the youngest writers in kindergarten and first grade, sharing and response is generally most effective when it is teacher-led.
- Add student's examples of Target Skills use to class chart.

#### **Assessment Mini-Lesson**

Apply Target Skill in Writing

• Teacher selects a picture and model-writes for Target Skill at her students' writing level (Initial, Developing, Fluent, and Fluent Plus). Think aloud as you write and revise for Target Skill use.

AFTER Mini-Lesson—Assessment

- Students demonstrate use of the Target Skill in assigned picture-prompted writing. (See the CraftPlus rubric for single or multiple Target Skills to assess writing at the end of this section)
- Record Target Skill use for individual students in Section 3.

Grades K-5: Record of Student Application of Target Skills

Grades 4–5: Record of Student Application of Target Skills, or Application of Target Skills by Genre Block: Class Roster

Middle-School Grades: Application of Target Skills by Genre Block: Class Roster

## How to Plan for and Teach with Genre Blocks in Grades 2-8

CraftPlus supports instruction in genres by organizing and helping you teach explicit, genre-specific Target Skills. You teach these skills in a genre block, which can be as short as one to two weeks for elementary grades and as long as a month or quarter for intermediate and middle grades. During your first year with CraftPlus, K–5 teachers spend the most time teaching general descriptive writing skills that help teach genres later. Middle-school teachers begin to teach genre after an initial period of teaching descriptive writing Target Skills. Note that the same descriptive Target Skills will also be applied during genre-block instruction.

Your grade-level Marking Period Pacing Chart in Section 3 works in combination with your district and states writing requirements to help plan a well-balanced writing curriculum. The specific Expository, Narrative, and Descriptive Writing Genre Tiers in Section 3 give you the Target Skills appropriate to the genres taught at your grade level. They will help you select Target Skills for each genre and plan specific lessons to teach them.

**Teaching with Genre Blocks.** During the genre block, teach the selected Target Skills in whole-class and small-group lessons. Have students write a practice piece to apply the skill in response to each lesson. A practice piece is great for peer conferencing and revision. It is not formally assessed. Students can also try out the Target Skill again in homework journals or in other daily writing opportunities.

When possible, match the blocks with content, literature, or the themes you are studying. For example, an expository/informational genre block during a science or social studies theme. Or, a personal-narrative genre block when the class reads and studies a biography together.

Once students have experienced the genre through literature models, teacher models, other student samples, etc., and have practiced the Target Skills in writing workshop or content-area pieces, they are ready to have a genre piece assessed. This piece must include the Target Skills taught during the block. Grade the pieces for the quality of Target Skills-use and for understanding of the genre itself. See the Student Self-Assessment Rubric, and the rubrics for single and multiple Target Skills in "Supporting Templates and Forms," at the end of this section.

**Using the Genre Block Planning Tool.** The Genre Block Planning Tool in "Supporting Templates and Forms" at the end of this section includes organizational, composing, convention Target Skills; literature models, graphic organizers, and genre piece assessment plans for easy planning.

## Keys to planning and implementing a genre block:

- 1. Select the genre and genre piece to be taught, practiced and assessed.
- 2. Record the quarter, date, and grade level.
- 3. Estimate the time you need to teach and complete the genre piece.
- 4. Choose grade-level Target Skills for instruction and assessment. At least one skill should review a Target Skill from previous lessons. See the grade-level Target Skills in the Genre Tiers, and in the Quarterly Target Skills-Instruction Record in Section 3.

#### Include:

- One or two organization Target Skills
- Two or three composing Target Skills
- One convention Target Skill
- 5. Plan explicit Target Skill mini-lessons.
  - Use genre-specific literature models that illustrate the Target Skill.
  - Use graphic organizers if appropriate.
  - Model the genre characteristics and use of Target Skill out loud and in writing.

- Allow students time to practice individual Target Skills that you have taught in practice pieces, in picture-prompted writing, shared and interactive writing sessions, in homework journals, and during content-area instruction.
- Peer and teacher/student conferences take place over practice pieces.
- 6. Plan a genre piece for assessment.
  - The genre piece could be a picture prompt, a teacher-written prompt, a self-selected topic or a content-area supported piece.
  - The genre piece should only assess the Target Skills that were chosen and taught for this genre block.
  - Students take the genre piece through the entire writing process.
  - Peer and teacher/student conferences take place over genre pieces.
  - A piece is graded with the Target Skills-Assessment Rubric: Multiple Target Skills in "Supporting Templates and Forms" at the end of this section.
- 7. After the genre block is completed save two or three student examples. Store them and the genre-block planning tool in your Teacher Writing Notebook for future use.
  - Record the literature models you used on the Literature Models for Mini-Lessons Template
    in the "Supporting Templates and Forms," at the end of this section. Store in your Teacher
    Writing Notebook.

## **Suggested Classroom Instruction Timeline**

Here's a basic timeline plan for to help you begin CraftPlus. Entries for each week assume that you are watching videos and referencing the professional books.

## **Get Ready to Start CraftPlus:**

Meet with your study group and watch Video 1.

**Schedule writing instruction:** Plan time for 10- to 15-minute Target Skill mini-lessons three to five days a week, with additional time allotted sometime during the day for students to practice writing. Scheduling options:

- Traditional 45- to 50-minute writing workshop (10- to 15-minute Target Skill mini-lesson, 25 to 30 minutes for independent writing and conferencing, 10 minutes for response)
- Writing across the curriculum: 10- to 15-minute mini-lesson anytime during day or during the language arts block followed by students writing in literacy centers or content areas. (Note: with this model you will need to plan an occasional longer writing workshop-type writing lesson into your schedule.)

## Gather materials:

- Decide what type of notebooks you will use and what contents to start with. (See Student Writing Notebooks in this section)
- Picture collections for picture-prompted writing. Choose some to set aside to use yourself during lessons, and prepare others for students to glue on paper. Photographs on calendar, and in parenting and nature magazines make good choices. Students love to write about action, people, and animals.
- Greenbar paper for Target Skills-writing.
- · Stickers for "Did-it-dots."

**Become familiar with Target Skills:** During your first school year with CraftPlus most of your mini-lessons will be building students knowledge of:

- Writing-process Target Skills (See Grade Level Marking Period Pacing Charts in Section 3)
- Descriptive Writing Genre Tiers are the core writing Target Skills. The number of Descriptive Writing genre tiers that you will cover during your first year with CraftPlus depends on when you begin to implement it. If you begin in the:
  - First or second quarter-Descriptive Writing Tiers 1, 2 and 3
  - Third quarter-Descriptive Writing Tiers 1 and 2
  - Fourth quarter—Descriptive Writing Tier 1

Think about integrating writing resources and lessons you have used in the past with CraftPlus techniques and Target Skill language.

#### **CraftPlus Week 1:**

**Assess students:** Use the appropriate CraftPlus assessment form found in "Supporting Templates and Forms" in this section.

Review assessment: Determine writing development level.

K Teachers—emergent writing stages; or generally Initial.

1–8 Teachers—writing level of Initial, Developing, Fluent, or FluentPlus (IDFFP)

## Plan and teach first Target Skill mini-lesson sequence:

- Select a Target Skill from Descriptive Writing Genre Tier 1 in Section 3.
- Look for a sample lesson scaffold in Section 3.
- Write mini-lessons using the CraftPlus Lesson Plan Template in "Supporting Templates and Forms" in this section.
- Choose a literature model and decide how to present it based on what you learned from the preassessment of student writing level (IDFFP).
- Plan your lesson using ideas and techniques from the videos, professional resources and this guide. Or, apply CraftPlus techniques and Target Skills-language to a writing lesson you have taught in the past.

## Start Class Target Skills Chart

• On a wall chart, list Target Skills as you introduce them so all students can see what they are responsible for in their writing.

## CraftPlus Weeks 2 through 4

**Continue Target Skills-Instruction** from Descriptive Writing Genre Tier 1 and integrate writing-process Target Skills into lessons.

#### Introduce CraftPlus instructional techniques and tools

- Picture-prompted writing
- + "Did-it-dots"
- Knee-to-knee sharing

Begin modeling how to respond to another writer's piece through Author's Chair (K-5) or peer conferencing (grades 2-8) (Video 2, Segment 3).

**Introduce Student Writing Notebooks** and start building contents *with* students. (See Section 1 and professional books)

**Circulate in classroom**, holding mini-conferences with students as needed to support students and build confidence and independence. (See professional books for specific techniques.)

## Weeks 5 through 9

**Continue Target Skills-Instruction** from Descriptive Writing Genre Tiers and integrate writing-process Target Skills into lessons.

## Introduce CraftPlus instructional techniques and tools

Editing-by-ear (K–2)

**Collect writing samples** to include with mini-lessons in your Teacher's Writing Notebook.

**Establish a conferencing system or cycle** to confer regularly with students about Target Skills-use on practice pieces, content-area writing pieces, or genre pieces. Suggested schedule for conferencing with every student:

- K–2 teachers: once a week
- + 3–5 teachers: five to ten days.
- 6–8 teachers: five to ten days—conference and/or give written response.

**Establish weekly writing homework journals** by assigning a Target Skill for each notebook entry. Send information home about that skill. Occasionally, you can ask parents to try to apply the assigned Target Skill with, or in response to, their child's work. Students often select a picture from home to use as a prompt.

## Integrate writing into content areas

- Journals and logs. In the content-areas of reading, science, math, or social studies, journals and logs give students a way to practice writing with Target Skills. Prompting for specific Target Skill-use is effective.
- *Poetry Notebooks*. These contain a copy of poems read in class through read-aloud or shared reading on charts or overheads. Students sketch (K-1) or write a response to the poem, applying Target Skills and identifying examples of their use by the author.
- Literature Response Notebooks. Readers respond in writing to a section of text they read. You can prompt the students for comprehension or writing craft found in the reading. Students write in response and apply Target Skills to the piece.
- Picture-prompted quick quizzes for students in grades 3-8. Students write a response to a picture related to any idea or theme in a content-area as they apply a practice or review Target Skill. You assess student's use of the Target Skill and comprehension of content.
- *Mini-Reports*. Travel brochures from AAA and other organizations, or two-page spreads from Ranger Rick and other nature magazines provide a good format for students to emulate for content-area minireports that integrate short pieces of text with text features like photographs and maps.
- ABC books. Used during or following a unit of study, these created books integrate Target Skills with writing about a topic. Each student can make his or her own ABC book, or the class can make one as a whole. Often, it is effective to have older students (4–8th grade) write books to share with younger students.

## Week 10 and Beyond

**Continue Target Skills-Instruction** from the Descriptive Writing Genre Tiers and other genre tiers as appropriate. Continue to integrate writing-process Target Skills into lessons.

Save a writing sample from each student each quarter in a permanent portfolio to document growth over time. (You can give use the CraftPlus Assessment Forms or simply save a representative sample of the student's writing.)

## **Give Post-Assessment**

Using Assessment Form A or Form B during the final weeks of school during your implementation year. (See "Supporting Templates and Forms" at the end of Section 1)

## Suggested Study Group Schedule

Here's a basic plan to help your study groups during the first few months they use CraftPlus. Remember that everyone will watch Videos 1 and 2 first and read parts of the Curriculum Guide and the professional books. After that your study group can follow the suggested sequence or make adjustments as needed.

This format assumes a twice-a-month study group meeting that lasts 45 to 60 minutes. This schedule gives you time to read and try out mini-lessons before the next meeting. It is usually best to watch only one or two video segments at a time. Allow time to discuss the contents, share successes and challenges, and plan your next lessons. If your study group meets for less than 45 minutes, alternate so that you watch and discuss a video segment at one meeting and share successes and challenges and plan lessons in another. Your facilitator will help you schedule and maintain your study groups.

Section 2 of the Curriculum Guide contains study group discussion points cross-referenced with your professional books. Content for the program visuals is included, too. Visuals you see on the videos are on the CD as presented, ready for use as overheads, student handouts, or references for your Teacher Writing Notebook. Most teachers find it beneficial to read the professional book references before viewing the video.

Kick-off Meeting	Attend the Kick-off to receive materials, discuss the curriculum and program implementation, and form study groups. Note: Some schools use fall pre-planning to watch the first two videos.  On your own  Become familiar with your professional book and the Curriculum Guide, focusing on Section 1.
First Study Group Meeting	<ul> <li>On your own, read</li> <li>K-8 Teachers: Referenced pages from your professional book(s) for Video 1</li> <li>K-8 Teachers: "How to Teach a Target Skill" and "Teaching with Picture-Prompted Writing" in Section 1.</li> <li>In the study group</li> <li>View Video 1, "A Writing Curriculum and How to Deliver the Skills."</li> <li>Use Discussion Points from Section 2 to guide discussion.</li> <li>Plan and/or share pre-assessments of student writing. See Student Assessment Forms in "Supporting Templates and Forms," in this section.</li> </ul>

#### On your own, read...

- K-8 Teachers: Referenced pages from your professional book(s) for Video 2.
- + 2-8 Teachers: "How to Plan for and How to Teach with Genre Blocks" in this section.

#### Second Study Group Meeting

**Third** 

**Study Group** 

Meeting

Fourth Study Group

Meeting

#### In the study group...

- · Watch Video 2, "How to Teach a Writing-Craft Target Skill."
- Use Discussion Points from Section 2 to guide discussion.
- Plan and/or share student writing pre-assessments.
- Plan and/or share lessons you taught or will teach.
- Select which video you will view next (See Third Study Group entry)
- If not already done, set regular meeting time for your study group.

#### On your own, read...

• K-8 Teachers: Referenced pages from your professional book(s) for the video segments you will view in your next study group meeting.

#### In the study group...

- K-2 Teachers: Watch Video 11, "Emergent Writers: Stages and Modeling"
- + 2, 3 Teachers:\* Select and watch a classroom demonstration video:
  - -Video 12: Editing by Ear
  - -Video 13: Sentence Variation
  - -Video 14: Ending Techniques

#### • 4-8 Teachers—Select and watch a classroom demonstration video:

- -Video 14: Ending Techniques
- -Video 15: Elaboration: Clues and Inference
- -Video 16: Supporting Details
- Use Discussion Points from Section 2 to guide discussion.
- + Share student writing samples.
- + Share successes and challenges with writing instruction.
- Plan next Target Skills and/or mini-lessons.
- \* Second-grade teachers are listed twice deliberately. During the first year with CraftPlus most teachers find they need to instruct one or two grade levels down. Second grade is also a critical transitional year for writing. Work with your facilitator to determine which study group sequence to follow.

#### On your own, read...

• K-8 Teachers: Referenced pages from your professional book(s) for the video segments you will view in your next study group meeting.

#### In the study group...

- K-2 Teachers: Watch Video 12, "Editing by Ear," classroom demonstration video
- 2-5 Teachers: Watch Video 7, Segment 2, "Beginning Techniques" and Segment 4, "Ending Techniques"
- 6-8 Teachers: Watch Video 7, Segment 2, "Beginning Techniques"; Segment 3, "Function of First Paragraph;" and Segment 4, "Ending Techniques"
- Use Discussion Points from Section 2 to guide discussion.
- · Share student writing samples.
- Share successes and challenges with writing instruction.
- Plan next Target Skills and/or mini-lessons.

## 1.23

#### On your own, read...

• K-8 Teachers: Read all of Sections 1 and 3, and your district and/or state writing standards; required genres, etc. (Bring them with you to your next study group meeting)

#### In the study group...

At this time you should be comfortable enough with CraftPlus to plan out your curriculum.

• K-8 Teachers: Use Grade-Level Marking Periods Pacing Charts, Genre Tiers, and district or state writing standards to plan writing instruction. The amount of time to plan for varies by student writing level (IDFFP).

## Fifth Study Group Meeting

Initial-plan 2 to 6 weeks in advance

Developing-plan 4 to 9 weeks in advance

Fluent-plan 6 to 9 weeks in advance

Fluent Plus-plan 9 to 18 weeks in advance

- Correlate sequence to watch videos with your writing plan. Remember to watch only one or two segments at a time so you have time to discuss the video, share, and plan lessons.
- + Discuss CraftPlus implementation so far. What's working well? What do you need additional support with?
- Begin Teacher Writing Notebooks. Begin bringing in copies of lessons and student samples to share with colleagues to develop mini-lesson collections. Records models for future use with the Literature Models for Mini-Lessons Template found in this section.

## Sixth Study Group Meeting

Continue following model established in Study Groups 1–5.

On your own, read... In the study group...

## **Supporting Templates and Forms**

The templates and forms that follow are used over multiple grades. Additional templates and forms in Section 3 are grade-level specific. Duplicate and use as needed. **See CD for leveled student samples**.

**Primary Writing Stage Assessment.** Used to assess emergent writers with the emergent writing stages found in Section 3 of the Kindergarten Curriculum Guide and in Teaching the Youngest Writers. Move to Form A when students are writing at Stages 6 or 7.

**Assessment–Form A.** For grades K–3, used to assess student writing levels of Initial, Developing, and Fluent. Students draw their own pictures and then write.

**Assessment–Form B.** For grades 3–8, used to assess student writing levels of Initial, Developing, Fluent, and Fluent Plus. Students write to a picture-prompt provided by the teacher.

**Genre Block Planning Tool.** For grades 2–8. Fill in the blanks.

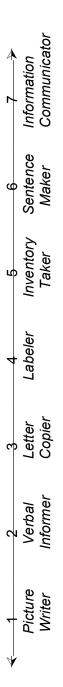
**Lesson Plan Template.** Supports teachers as they plan for mini-lessons, conferencing, independent writing, and student assessment. After each lesson, copy and save representative student-writing samples with the lesson in your teacher's writing notebook. See Section 3 for completed lesson plan scaffolds.

Literature Models for Mini-Lessons Template. Records lesson literature models for future reference. Rubrics.

- Single Skill. Grades K–8. Assess use of a single Target Skill
- Multiple Skills. Grades 2–8. Assess use of multiple Target Skills
- Self-Assessment Rubric. Grades 2–8. Students self-assess a genre-block piece

က  $\alpha$ Quarter Primary Writing Stage Assessment Tell, draw, or write something about yourself. Name:

**Primary Writing Stage Continuum:** Assess student writing and indicate the student's current stage of writing by marking the continuum.



Notes/Comments:

© 2006 Maupin House 1.25

Name:	□ pre-assessment	Assessment – FORM A □ ongoing assessment □ Date:		□ post assessment Quarter: 1	2	3 4	
Describe what is happening in you	your drawing:						
Drawing:		Initial		Developing	①     -	Fluent	l —
		Few relate sentences sentences No Deginning ending Capacitive sentence starts	Few related sentences No beginning or ending Repetitive sentence starts	Some related sentences A beginning or ending Some repetitive sentence starts Attempts to use some composing or literary skills		All sentences on topic A beginning and ending Varied sentence structures Uses some composing and literary skills	
						© Chappell 2006	90

© 2006 Maupin House

## Assessment – FORM B

	□ pre-assessment	⊔ ongoing	g assessment	⊔ post	asse	ssmer	nt		
Name:		Date:		Quarter	•	1	2	3	4
Describe what	t is happening in the	nicture:							
Describe wild	ris nappening in the	picture.							
Initial	⇒ Deve	loping	⇒ Flu	ent <sup>r</sup>	$\Rightarrow$	Flue	nt Plu	s	
☐ Few relate sentence ☐ No beginning ending ☐ Repetitive sentence starts	s sentence  A beging g or ending  Some re sentence	es ning or petitive e starts s to use ng or	☐ All sente topic ☐ A beginn ending ☐ Varied si structure ☐ Uses soi composi literary s	entence es me ng and		flow A dev and e Varie struct elabo descr Uses literar usefu	reloped inding is sente ure and rates w iption composi	d rith sing and based o nd	ng

© 2006 Maupin House 1.27

# CraftPlus Genre Block Planning Tool GRADES 2-8

Genre Block Pieces:		Gitz			
Description:	☐ Picture Prompt		Poetry		Other
Narrative:	Personal		Fictional		
<b>Expository:</b>	☐ General Exposite	ory	☐ Procedural, How-	to	☐ Comparison
	Opinion		Persuasive		☐ Literature Response
<b>Quarter:</b> □1st □2nd	d □3rd □4th	Date:		Grac	le Level:
		Target S	kill Choices		
Organiza	tional Skill(s)			Co	onvention Skill(s)
		Compo	osing Skills		
Literature Mode	els	Graphic	Organizer(s)		Genre Piece (Assessment)
		List and Clu	ımp		☐ Picture Prompt
		Snake that	ate the rat		☐ Content Area Piece
		Web			☐ Self-selected Topic
	Not	es:			☐ Prompt:
				} }	

1.28 © 2006 Maupin House

## **Lesson Plan Template**

Teacher :				Grade	Level:	Marking F	Period: 1st 2	nd 3rd 4th	
Target Skill: Level of Instr Type of Lesso	uct:	☐ Awareness	☐ Instru	☐ Maste	ery	Review			
Teaching To	echnique:	☐ Literature Mo☐ Interactive W		ractice d Writing		eled Writing lel Writing	☐ Shared W	/riting	
Genres to w	hich Targe	et Skill can be a	applied:				_		
Before	□ Select app □ Prepare te □ Plan <i>Think</i>	dents' writing to do propriate teaching eaching technique Aloud Teacher Talk	technique model		Materials: Literature				
	Teacher				Student				
During	□ Establishe □ Provides o	reviews Target Skill is or reviews– <i>How t</i> or reviews literary a tusing Teaching Te	the Target Si nd student						
	Teacher				Student	s			
After	□ Meets with	es with individual h a small group t mini-lesson basec t mini-lesson and s	d on notes a	/ations		and Apply Targ nce with teache e			

© 2006 Maupin House 1.29

## **CraftPlus® Literature Models for Writing-Craft Mini-lessons**

Teacher :	Page No:

Location	Title and Author	Writing Craft
L CR BR P		

Location Codes:

 $L = Library \quad CR = Classroom \quad BR = Book \ Room \quad P = Personal \ Collection$ 

1.30 © 2006 Maupin House

## Target Skills-Assessment Rubric—Single Skill

Skill:	
Descriptor	Score
Applies Target Skill creatively and competently	3
Applies Target Skill competently.	2
Attempts to apply Target Skill	1
Makes no attempt to apply Target Skill	Not scoreable
Target Skills-Assessment Rubric-	—Single Skill
Target Skills-Assessment Rubric- Name: t Skill:	—Single Skill Date:
Target Skills-Assessment Rubric-	—Single Skill Date:
Target Skills-Assessment Rubric- Name: t Skill:	—Single Skill  Date:
Target Skills-Assessment Rubric- Name:  t Skill:  Descriptor	—Single Skill  Date:  Score
Target Skills-Assessment Rubric- Name: t Skill:  Descriptor  Applies Target Skill creatively and competently	—Single Skill  Date:  Score

© 2006 Maupin House 1.31

## Target Skills-Assessment Rubric—Multiple Skills

Name:	Date:				
arget Skill:					
Skills	Score	Organizational Skills	Composing Skills	Convention	
pplies Target Skill reatively and ompetently	3				
pplies Target Skill ompetently.	2				
attempts to apply	1				
Makes no attempt to pply Target Skill	0				
Comments:		et Skills-Assessment Rul			
	Targe		oric—Multiple Skills	<b>:</b> :	
Name:	Targe	et Skills-Assessment Rul	oric—Multiple Skills	<u>:</u>	
Name:	Targe	et Skills-Assessment Rul	oric—Multiple Skills	e:	
Name: Target Skill:	Targe	et Skills-Assessment Ru	oric—Multiple Skills Date		
Name: Target Skill:  Skills  spplies Target Skill reatively and	Targe	et Skills-Assessment Ru	oric—Multiple Skills Date		
Name: Target Skill:  Skills  splies Target Skill reatively and ompetently  splies Target Skill	Score 3	et Skills-Assessment Ru	oric—Multiple Skills Date		

© 2006 Maupin House

1.32

## **Self-Assessment Rubric**

Author's Name:	Date:
Title of Piece:	Genre:

#### Directions

- 1. Write your name, the date, title, and genre of your piece at the top of the page.
- 2. Write each Target Skill under the correct category in Column 1.
- 3. Find an example of how you applied the Target Skill in your piece. Write it in Column 2.
- 4. Rate how well you used the Target Skill in Column 3. If you did not use the Target Skill, put an X in Column 4.
- 5. Write any comments or notes at the bottom of the page.
- 6. Turn this in when you finish your piece.

Target Skills  Example of how I applied the Target Skill in My Target Skill use was  Drganizational Skills  *Effective *All right *50-50 *Effective *All right	Column 1	Column 2	Column 3	Column 4
Organizational Skills    *Effective *All right *So-so     *Effecti	Target Skills			
#Effective *All right *So-so *Effective *All	Organizational Skills	my piece.	was	raiget skiii
#All right #So-so #Effective #All right #Effective #All right #So-so #Effective #All right #Effective	Organizational Skills		*======================================	
#\$0-s0				
#Effective *All right *So-so *Effective *All			_	
*All right *So-so  *Effective *All right *So-so  *Composing Skills  *Effective *All right *So-so  *Effective *All right *So-so *Effective *All right *So-so *Effective *All right *So-so *Effective *All right *So-so *Effective *All right *So-so *Effective *All right *So-so *Effective *All right *So-so *Effective *All right *So-so *Effective *All right *So-so *Effective *All right *So-so *Effective *All right *So-so *Effective *All right *So-so *Effective *All right *So-so *Effective *All right *So-so *Effective *All right *So-so *Effective *All right *So-so *Effective				
*So-so				
*Effective *All right *So-so				
*All right *So-so				
Composing Skills  *Effective *All right *So-so Effective *All right *So-so  *Effective *All righ				
Composing Skills  *Effective *All right *So-so *Effective *All right *So-so *All right *So-so *Effective *All right *So-so  Conventions  *Effective *All right *So-so *All right *So-so *Effective *All right *So-so *All right *So-so *Effective *All r				
*Effective *All right *So-so *Effective *All right *Al			*So-so	
*All right *So-so  *Effective *All right *So-so  *Effective *All right *So-so  *Conventions  *Effective *All right *So-so  *Effective *All right *So-so  *Effective *All right *So-so  *Effective *All right *So-so *Effective *All right *So-so *Effective	Composing Skills			
*So-so			*Effective	
#Effective #All right #So-so #Effective #All right #So-so  Conventions  #Effective #All right #So-so  #Effective #All right #So-so #Effective #All right #So-so #Effective #All right #So-so #Effective #All right #So-so #Effective			*All right	
*All right *So-so  *Effective *All right *So-so  Conventions  *Effective *All right *So-so  *Effective			*So-so	
*So-so  *Effective *All right *So-so  Conventions  *Effective *All right *So-so  *All right *So-so  *Effective *All right *So-so  *Effective *All right *So-so *Effective *All right *So-so *Effective			*Effective	
*Effective *All right *So-so  Conventions  *Effective *All right *So-so *All right *So-so *Effective *All right *So-so			*All right	
*All right *So-so  Conventions  *Effective *All right *So-so			*So-so	
Conventions     *Effective *All right *So-so       **So-so     *Effective *All right *So-so			*Effective	
Conventions     *Effective *All right *So-so       **So-so     *Effective *All right *So-so			*All right	
*Effective *All right *So-so *Effective *All right *So-so *Effective *All right *So-so *Effective			*So-so	
*All right *So-so  *Effective *All right *So-so  *Effective *All right *So-so *Effective	Conventions		·	·
*So-so  *Effective *All right *So-so  *Effective			*Effective	
*So-so  *Effective *All right *So-so  *Effective			*All right	
*All right *So-so *Effective				
*All right *So-so *Effective			*Effective	
*So-so *Effective				
*Effective				
Allimit			*All right	
*So-so			_	

Author's Comments and Notes:

© 2006 Maupin House 1.33

## **Section 2**

Specific lessons described or simulated on the videos are starred (\*\*) in the following charts. Discussion guide and visuals for each segment follow. *Note: Visuals are prepared as reproducibles on the CD.* 

#### WORKSHOP VIDEOS TOPICS and LESSONS

## Video 1: A Writing Curriculum and How to Deliver the Skills

Segment 1: Introduction

Writing Craft, Methodology and Management Techniques

Segment 2: Writing Curriculum and Genre Blocks

Writing craft and genre information

## Video 2: How to Teach a Writing Craft Skill

Segment 1: Target Skills and Literature Models

Generic Craft Lesson Model:

\*\* Strong Verbs lesson

Segment 2: Picture Use: Strong Verb Writing

Other Descriptive Attributes as Target Skills

Segment 3: Effective Peer Conferencing

Writing Process: Conferencing
\*\*Knee-to-Knee peer conference

- Teacher/student conference

Segment 4: Student Samples

Literary Comparisons A Voice Technique

## **Video 3: Organizing Writing and Two Kinds of Narrative**

Segment 1: Organizing Writing

**Test Prompt Analysis** 

- Cue words

- Verb tense

Segment 2: Personal Narrative

Personal narrative organization

\*\*Ending drives the story

- Graphic planners

Segment 3: Imaginative Narrative

Setbacks to Create Tension in Fiction

- Graphic planners

- Finding focus in personal narrative

Segment 4: Paragraphing in Narrative

- When to paragraph in a story

\*\*Editing for paragraph starts

#### **Video 4: Organizing Expository Writing**

Segment 1: Kinds of Expository Writing

Writing Craft, Methodology, and Management Techniques

Segment 2: Organization from K-5: Listing

**Making Lists** 

Segment 3: Physical Sorting

Organizing Information into Paragraphs

\*\*Physically sorting information

\*\*Source of topic sentence

Segment 4: List-Linking to Webbing

List-Linking to Topic Sentence

**Expository Prompt Prewriting Practice** 

Segment 5: Cohesive Paragraphs

\*\*Focus

## **Video 5: Supporting Details**

Segment 1: Scanning Text: Inference and Proof

\*\*Thesis statements: visual

\*\*Proof for thesis statements: visual

Segment 2: Scanning Fiction: Alternative Book Report

Scanning Fiction for Supporting Details

\*\*Citation book report

Segment 3: Modeled Opinion Paper with Supporting Details

\*\*Tandem model: supporting details

(See Video 16 for demo)

Scanning Non-fiction Text for Supporting Details

## **Video 6: Persuasive Writing**

Segment 1: Word Choice and Audience

\*\*Word choice using ads

- Synonyms with varying impact

Segment 2: Form and Arguments

**Persuasive Format** 

Arguments: Facts, Benefits, Common Values

Persuading: Asking for Something

## **Video 7: Beginning and Ending Techniques**

Segment 1: Student Writing Notebooks

Setting Up Notebooks

Segment 2: Beginning Techniques

Hooks

Segment 3: Function of First Paragraph

**Introductory Paragraphs** 

Segment 4: Ending Techniques

Ending Techniques (See Video 14)

## **Video 8: A Sampling of Composing Skills**

Seament 1: Don't Hit Your Reader Over the Head

\*\*Elaboration: Clues for reader inference (See Video 15)

**Revising Dinky Sentences** 

Segment 2: Specificity

Specificity: Proper Nouns/Common Nouns

**Engaging Readers** 

Sentences Starting with And

Segment 3: Literary Devices

Literary Devices in Expository Writing

- Contrast: opposites

- Alliteration: headlines

Segment 4: Engaging Your Reader: Pompous vs. Professional Writing \*\*Using pronouns to engage reader

- Voice

#### Video 9: Revision

Segment 1: Four Kinds of Revision

Writing Craft, Methodology, Classroom Management Techniques

Additive (See Video 13)

Substitutive

Segment 2: Getting Rid of And then

Substitutive:

\*\*Time transitions in narrative

- Finding time cue words in reading
- Skill overuse
- Wait time for revision
- Replacing Said
- Repetitive words

Segment 3: Left-field Sentences (non sequiturs)

Deletions:

\*\*Left-field sentences

- Reorganization: moving sentences

#### **Video 10: Editing**

**Segment 1: Editing Principles** 

**Teaching Editing** 

\*\*Class editing technique: capitalization

Segment 2: Editing-by-Ear

Editing for end punctuation (See Video 12)

\*\*Model

- Morning message

\*\*Murmur-reading with expression

- Knee-to-knee practice

Capitalization to Start Sentence

\*\*Paragraphing by ear (See Videos 4 and 9)

**Dialogue Punctuation** 

Segment 3: Parents and Final Thoughts

Disclaimers: Editing Displayed Work

Modern Writing Education: Principles and Practices

#### **Video 11: Emergent Writers: Stages and Modeling**

Writing Craft, Methodology, Classroom Management Techniques

Models to Move Students from One Stage to Another

## Video Module 1 | A Writing Curriculum and How to Deliver the Skills

## Segments:

- 1. Introduction
- 2. Writing Curriculum and Genre Blocks

## Referenced Pages:

Building a Writing Community 5, 13-15, 18-24, 123-125, 164, 187, Chapters 3-7

Teaching the Youngest Writers: x, xi, 7, 75-80

#### Visuals

- 1. The Writing Process
- 2. Science and Writing Commonalities
- 3. Writing Craft (Expanded)
- 4. A K-5 School-wide Writing Instruction Plan
- 5. Some Typical Genres or Styles Required by School Districts
- 6. A Genre Block
- 7. Sample Narrative Genre Blocks
- 8. A Sample of a Student's Genre Block, Grade 2
- 9. A Sample of a Student's Genre Block, Grade 3
- 10. Genre Due Date

Discussion Points	Additional Issues
If you can talk you can write vs. If you can read you can write. Oral language development and writing.	Look back at our own writing instruction in school. Was it the Assign/Assess, Creative Journaling, or Writing Process paradigm?
Limitations of journals in terms of writing process. Benefits of journals for practicing Target Skills or genres.	Benefits of homework journal assignments based on Target Skills to enhance parent education regarding teaching writing as a craft.
Are Target Skills grade specific?	Which genres are required or appropriate to our grade? Which Target Skills are associated with each genre?
Are Target Skills cumulative?	When are Target Skills introduced and when can we expect mastery?
How many Target Skills do we teach in each genre block?	What would a genre block look like in terms of a schedule? Block out one graphically.
Does every piece of writing go to completion?	Student writing notebooks with practice section. Uses for that writing.
What about the state writing assessment?	Prompt interpretation, practice and preparation. See Video 3.
Critical thinking skills pertinent to writing.	Writing as thinking.

Video Module 1, Segment 1

Visual 1

## **The Writing Process**

Pre-writing: Revising:

· thinking · clarity and interest

· rehearsal Editing:

· plan · conventions

Drafting Publishing

Response

Video Module 1, Segment 1

Visual 2

# **Science and Writing Commonalities**

Observation and description Logic of implication—If X, then Y.

Making comparisons and creating analogies Process-step sequence

Sorting and classifying Seeing patterns

Definition—general class to specific Posing questions

Video Module 1, Segment 1

Visual 3

# Writing Craft (Expanded)

#### **Genre Characteristics:**

- organization
- beginning and ending techniques
- beginning and ending paragraph functions
- transitions

#### Composing Skills (examples):

- · describing with strong verbs
- using a variety of attributes
- using comparisons, allusions, and analogies
- using literary devices such as:
  - alliteration
  - onomatopoeia
  - personification
  - simile
  - metaphor
  - hyperbole and understatement
  - anadiplosis
  - antithesis

- varying sentence form and length
- using a variety of supporting details
- choosing words for sound, impact, connotative value, and audience
- using dialogue tags
- · using specificity
- providing clues for reader to make inferences
- ... and more.

# A K-5 School-Wide Writing Instruction Plan

# A. Organization:

Expository:

Natural or logical divisions

Sequential order

Comparison

Narrative:

Chronological sequence

# **B.** Description:

Strong verb writing

Comparisons

Variety of attributes

## C. Beginning Techniques

- D. Endings Techniques
- **E. Supporting Details**
- F. Sentence Variation: form and length

# G. Composing Skills, such as:

Specificity

Engaging the reader

Dialogue tags

Literary devices

## H. Revision:

Addition

Substitution

Deletion

Reorganization

# I. Editing

# **Some Typical Genres or Styles Required by School Districts**

- Description
- Personal informational expository ("I know this.")
- Thematic informational expository (a report)
- Personal narrative (written in first person)
- Opinion paper–essay
- Comparison paper
- Process description
- Observational narrative (written in third person)
- Business and friendly letters (thank-you notes, invitations, e-mail protocol)
- Fiction
- · Imaginative story in first person
- · Evaluation, review, or analysis of books, art, theater
- · Persuasion: ask for something or take a stand on an issue
- Problem analysis with proposed solution
- · Problem analysis, identifying its causes
- Autobiographical essay

#### **A Genre Block**

#### Teacher:

- Select 2, 3, or 5 Target Skills appropriate for the genre and students' grade.
  - one organization skill associated with the genre
  - two composing (just one in second grade)
  - one convention
- Teach the Target Skills-lessons to the whole class and in groups for reinforcement.

## Students try out the crafts in a paragraph or so:

- during Target Skills-lessons
- in their homework journals

#### Students write a genre piece:

- Students work on piece during days not taken by lessons.
- Students take the piece through the entire process, and apply the Target Skills.
- Conduct peer and teacher/student conferences over both genre piece and practice pieces.

#### **Teacher:**

- Assess genre piece for the use of the writing craft Target Skills.
- Additionally, assess any practice writing that students edit and submit for evaluation.

Video Module 1, Segment 1

Visual 7

# **Sample Genre Blocks**

#### **Second Grade: Personal Narrative**

#### **Target Skills:**

- Genre: End a narrative with a sentence telling how you felt about the focal event, using a universal word technique.
- Composing/Literary Skill: Use a simile or a comparison using the word like.
- Convention Skill: Use end punctuation of periods, question and exclamation marks.

#### **Fourth Grade: Personal Narrative**

## **Target Skills:**

- Genre: End a personal narrative with a **paragraph** telling what you learned from the focal event or what was accomplished.
- Composing/Literary Skill: Use transitions for changes of time and place. Use at least two kinds of comparisons (*like*, simile, *it reminds me*, metaphor)
- Convention Skill: In editing, mark all paragraph starts: time, place, action, and change of speaker.

Visual 8

Genre Block Paper, Grade 2
Target Skills:
Three ideas
Universal word ending
Comparison: simile or like
question marks

#### **Sand Castles**

by Jody

It is fun to build sand castles. Some are BIG and some are small. If you build a sand castle you have to have a lot of wet sand. You don't want to build a sand castle to close to the water or else the water will knock it down. I love to go to the beach and build sand castles. A sand castle reminds me of when my family and I go to the beach. Some people are great at building sand castles. Some are not so great! I am pretty good at building sand castles only with some one else. Do you like building sand castles? I think sand castles are great. I think everyone can build a sand castle.

Video Module 1, Segment 2

Visual 9

(Grade 3: personal narrative genre block. Replicated exactly as presented.)

#### **TOWER of TERROR**

by Nicole, Illustrated by Nicole

Dedicated to: Mom and Dad

When I was in Disney World, I went on a ride called Tower of Terror with my father, cousin, and my two uncles. It's an elevator that falls 13 stories free fall. I was so scared, that whenever we went up, my face turned white. And whenever we went down, my face turned green. I was clinging to my dads arm like a water slug clinging to a fish tank. But what I didn't know, is that the people who run the ride take pictures of the inside of the elevator. Then my dad, cousin, and my 2 uncles saw my picture, they started laughing like a hyena. I was so embarrassed.

Visual 10

Target Skills for a required genre piece: one- to four-week block.

Usually 3-5 Target Skills per genre block.

## **DATE DUE**

# WRITING: Target Skills for this piece.

genre:	
organization:	
indent reasons:	
supporting details or elaboration techniques:	
beginning technique:	
ending technique:	
literary devices:	
revision techniques:	
conventions:	

## Video Module 2 | How to Teach a Writing Craft Skill

#### Segments:

1. Target Skills™ and Literature Models

3. Effective Peer Conferencing

2. Picture Use: Strong Verb Writing

4. Student Samples

## Referenced Pages:

Building a Writing Community 11, 24-30, 66-72, 74-78, 126-132

Teaching the Youngest Writers: 78-85, 87-93, 42-52

Listen to This: 39

#### **Visuals**

- 4. K-5 School-wide Writing Instruction Plan (See Video 1 visuals)
- 11. How to Teach a Writing-Craft Skill
- 2. Science and Writing (See Video 1 visuals)
- 12. Descriptive Attributes
- 13. Scientific Attributes of Matter (Properties)
- 14. Peer Conference
- 15. Conferencing with Young Writers

Discussion Points	Additional Issues
Do we use both narrative and expository literature models?	Whole class lessons vs. group lessons. If group, what are the other students doing?
What benefits are there to using pictures when we teach a Target Skill?	ESOL, background experience, visual literacy, and shared vocabulary.
How does the concept of attributes connect to other content areas?	Attributes and their use in writing a comparison paper.
Oral models and practice.	Say, then write—what if children do not use correct English?
How long should writing be in response to a Target Skill lesson?	What about overuse of a Target Skill? Is graceful writing a goal during the instruction period?
What we do when we conference: compliments and tutorials.	Benefits of using the term "your reader." Who is my reader? asks a literal student. Could each student select x number of classmates as "readers" per genre paper?
Daily Writing Workshop: Time, schedule, and the fit with literacy blocks.	What other mechanisms of our daily writing workshops do students have to learn?
How do we maintain records and notes of our conferences with students?	Authentic assessment of science, math, and social studies concepts through writing.

# **How to Teach a Writing-Craft Skill**

An important principle in teaching students the writing craft is to show them how accomplished writers use a particular skill and then encourage them to emulate those writers.

## Introduce the Concept (Awareness)

- 1. Introduce a skill by pointing out an example in a Big Book, trade book, or magazine article.
- 2. Talk about the skill.
  - Does it make the writing clear, interesting, or pleasant sounding?
  - Why do you think author does this?
  - How do you like it as a reader?
  - Can you construct something like this?

## **Try It Out Orally**

- 3. Model the skill orally for students. (Use photographs or art prints as prompts.)
- 4. Have the students try the skill orally.

#### Try It Out In Writing

- 5. Help students try the skill out in a small **practice piece** (guided writing).
- 6. Demonstrate the technique through **shared writing**. Or,
- 7. Demonstrate the technique through **modeled writing**, thinking aloud as you compose in front of your students. (Prepare your models beforehand.)

## **Practice and Application**

8. Have students practice the skill in their **independent writing**.

#### **More Models**

9. Share other texts (Big Books, non-fiction, and fiction) that illustrate the skill.

#### **Assessment**

10. Call for and assess the student's use of the skill in a piece of writing (self-selected topic, thematic, or prompted).

## **Descriptive Attributes**

- movement or action: gliding, slithering, flapping; comparative–faster, more frenzied
- number: four, one half; non-specific-many, some, several; comparative-more than, fewer
- color: purple, green, pale yellow; comparative–sea green
- shape: round, oval, cubic, square, columnar,
- size: nine feet tall, ten yards; comparative-larger, as big as
- location: place or in time
- direction: left, right, up, down, backward, forward
- texture: smooth, bumpy, slippery; comparative-stickier
- composition: wooden, metal, plastic, glass, cardboard, paper
- smell: smoky, putrid, sweet; comparative-like smoke
- taste: sweet, salty, acidic; comparative-like licorice, fruitier
- function: use
- state: liquid, solid, gaseous
- temperature: forty-six degrees; non-specific-broiling, freezing; comparative-hotter than, coldest
- weight: ten pounds, seven grams; non-specific-heavy, light; comparative-as heavy as, the lightest
- age: five years old, eighteen months old; non-specific-old, new, ancient, antique, comparativeolder than Methuselah
- symmetry: horizontal, vertical, radial
- special features: striped, buttons, ribbed

Video Module 2, Segment 2

Visual 13

# **Scientific Attributes of Matter (Properties)**

- State: liquid, solid, gaseous
- Appearance: descriptive attributes
- Plasticity: brittle, stretchy, bends, rigid, pliable, flexible, . . .
- Hardness: scratched by diamond, slate, metal, wood, . . .
- **Density** (weight per volume): comparative–denser than balsa wood, aluminum, . . ., denser than oil, glycerin, water
- Buoyancy: floats in . . ., or sinks in . . .
- Magnetic: attracted to magnet, or not; degree of attraction
- Conductivity: conducts electricity, or not; relative resistance
- Viscosity (liquids): compared to a standard-flows faster than molasses, oil, water, glycerin, honey
- Miscibility: dissolves in oil, water, glycerin, alcohol, or does not and forms layers.
- **Reactivity**: oxidizes, forms soluble salts, reacts to acid, . . .

#### **Peer Conference**

#### 1. Connect to the Content

Writer reads whole piece. Peer makes a text-to-self-connection.

## 2. Compliment the Craft

Writer reads piece, sentence by sentence.

Peer compliments the use of the *Target Skill* with a sticker on the manuscript.

#### 3. Comment and Questions

Free discussion about the writing.

# Writer/Teacher Conference (3-6 minutes)

- 1. Connect to content.
- 2. Compliment craft.
- 3. Direct your comments and questions to the one aspect of the writing that most needs work.
- 4. Conduct a short tutorial about that aspect.

Video Module 2, Segment 3

Visual 15

# **Conferencing with Young Writers**

Use the phrase, "Your Reader," when you conference with young writers, instead of the pronoun "I." Young writers must learn that they are responsible, first and foremost, to their readers. The teacher is the instructor, coach, mentor, and editor.

- Do you think your readers will understand this part?
- Do you think your readers might notice that you start every sentence with "HE"?
- Your readers might not be able to picture this. Could you use a simile or an analogy here?
- When you leave out end punctuation, your readers don't know where to stop.
- Do you think your readers might be counting all these "And thens" instead of enjoying your story?
- Your readers want action. Is there a way you can describe the reptile doing something, using a strong verb, instead of *There is a snake on the rock*?
- Do you think your readers will be convinced of this idea without any concrete proof, statistics, or quotes from an authority on the topic?
- Your readers will appreciate your ending technique of telling where to get further information about the topic.
- Your readers will love your beginning technique of using a startling fact.
- Do you think your reader will wonder what this sentence has to do with the rest of the paragraph? What is the paragraph really about?

# Video Module 3 | Organizing Writing and Two Kinds of Narrative

#### Segments:

1. Organizing Writing

3. Imaginative Narrative

2. Personal Narrative

4. Paragraphing in Narrative

#### Referenced Pages:

Building a Writing Community: 45, 50-53, 100-104, 133-150, 159, 164, 174-176

Teaching the Youngest Writers: 97-106, 112-120

#### **Visuals**

- 16 Different Ways to Organize Writing
- 17 Personal Narrative (Story)
- 18 Imaginative Story (Fiction)
- 19 Expository
- 20 The Two Narratives
- 21 Setbacks in Fictional Narrative
- 22 Assisted Listing Technique
- 23 Narrative Planner
- 24 Personal or Observational Narrative
- 25 When to Paragraph in Narratives

Discussion Points	Additional Issues
The distinct differences between personal narrative and imaginative narrative.	Verbs in narrative writing are usually written in the past tense. Exceptions?
Chronological-ordering graphic planners that work for personal narrative. In which grades?	Using our own stories for models. Constructing a school bibliography of personal narrative literature models (a student project?)
Setbacks used in imaginative narrative writing; literature models. Provide a list for student writing notebooks.	The use of the first person, I, to help young students create their first imaginative stories.
Reading fiction for craft.	Literature response to reading fiction. (See also Video 5, "Supporting Details," Segment 2.)
Composing skills appropriate to narrative.	The part that Target Skills descriptive work plays in narratives.
When to paragraph narrative text: before, during or after composing?	See Video 9, "Revision," Segment 2, for getting rid of <i>And then</i> in stories.
Beginnings and endings of fiction vs. personal narrative.	See also Video 7

# **Different Ways to Organize Writing**

## • Narrative: Chronological order

Personal Narrative Imaginative Story (fiction) Friendly Letter

Graphic planners are linear.

## • Expository: Clumping of related facts or ideas together

Information

**Explanation** 

Comparison

Persuasion

**Analysis** 

Description of a process: Linear step order, but not chronological

Graphic planners are genre specific.

Video Module 3, Segment 1

Visual 17

# **Personal Narrative (story)**

## Sample prompt:

People feel good when they've helped someone. Think about a time when you helped someone. Now write and tell who you helped, what you did, and how you felt.

The weather can affect our activities. Think about a time when the weather affected an activity you planned or were doing. Now write the story of the day that the weather affected you.

Prompt verbs are usually in the past tense.

Tell about the time you lost your tooth.
Tell the story of a trip you took to someplace new.

• Cue words prompting you to write about your own experience: tell about the time, tell about when, story, when, once, remember, occasion, what happened, the time, event, . .

# **Imaginative Story (Fiction)**

### Sample prompt:

It is fun to pretend that animals act like people. Imagine that a cat or dog had to go to school. Tell a story about what happened to a cat or dog that spent a day in a school like yours.

Imagine your grandmother or a neighbor asked you to mind her pet bird (cat, lizard, dog, mouse, giraffe, ...) while she went on vacation. Imagine some of the things that happened. Now tell the story of when your neighbor was away and you minded her pet.

• **Prompt verbs** are in the past tense.

Tell what happened to the dog that spent the day in school. Tell about the time you *minded* someone's pet.

• Cue words prompting you to write a fictitious story: imagine, suppose, pretend, what if, what happened, tell the story,...

Video Module 3, Segment 1

Visual 19

# **Expository**

## **Sample Prompts**

Weather affects our lives. Think about the good and bad effects of weather. Now write to explain how weather can affect your life.

Sometimes we have a favorite class in school. Think about your favorite class. Think about the things that make it your favorite. Now write to tell about your favorite class and why it is your favorite.

- Prompt verbs usually in the present tense.\*
  - Explain how weather **affects** your life.
  - Choose a pet for your class and tell why it is the best choice.
- Cue words prompting you to write an expository piece: select, choose, tell why, directions, plan, explain, describe how, tell how, why, . . .

\*Exception: In a history writing assessment a prompt may call for the analysis of reasons for a past event. The prompt will then be in the past tense.

Tell why the Pilgrims **came** to America.

#### The Two Narratives

#### Personal Narrative (Non-fiction)

- Main character is the writer
- The story is written in the **first person**, using I
- Setting is where and when the events take place.
- · No plot.
- Some setbacks or small problems may be involved in the events.
- The **ending drives the story**; it is the **point** of the story–why you remember it and tell it.
- The ending reveals the writer's **strong feelings** about the event, what he **learned** or **accomplished**.

Personal narratives may also be **Observational Narratives:** the writer observes an event, but does not take part in the event. He writes the story in the **third person** using **he, she, they.** 

### **Imaginative Story (fiction)**

- Main characters may be the writer, people, animals, and other creatures (real or imagined).
- Story may be written in the **first person**, *I* or in the **third person**: *he, she, it, they.*
- Setting is **when** and **where** the events take place.
- There is a plot or at least a **problem**, also known as a **setback**.
- The plot or problem drives the story.
- The character solves the problem by the end of the story.

Video Module 3, Segment 2

Visual 21

#### **Setbacks in Fictional Narrative**

Setbacks are events and circumstances that prevent a character from reaching his goal, getting what he wants, or solving the plot problem.

#### Kinds of setbacks:

- injury
- getting lost
- loss through death
- loss of an important object
- deadline not met
- natural calamities: rain, flood, blizzard, locust, earthquake
- natural events: tide coming in, sundown (loss of light)
- · man-made calamities: war, theft, fire, boat sinking
- added responsibility
- · villain activity

•			
,			
,			

In fiction of chapter book or novel length, the character faces several setbacks and solves the last, biggest one in a grand way for a satisfying conclusion.

In a short narrative, such as a 45-minute prompted one, there is time only to focus a story around the main character overcoming one interesting setback.

## **Assisted Listing Technique**

## For Chronological Order

Technique is for any children planning a story or young writers who have the story in mind but write so slowly that they lose it as they write.

#### **Procedure**

- 1. Ask the child to tell you the story. Tell him you will write some of the key events as he tells you the story. (Model for the class so that peers can do the same for each other.)
- 2. Write events in list form as he tells you his story. Write them in an abbreviated style. Write in large, bold, block printing.
- 3. Ask: Where are you or the character? What are you or he doing? Who is with you or him? What happened next? What do you think your readers will want to know? What is the most important thing you want to tell your reader? What is not important? Cross those items off your list.
- 4. Leave the list on his desk or in his folder, as a guide.

#### **Example:**

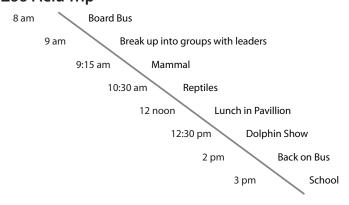
- 1. Aunt Trina's on Saturday
- 2. To llama farm
- 3. Llama ate a dog biscuit
- 4. Llamas are brown and white
- 5. One baby llama all white
- 6. Took pictures of baby llamas
- 7. Llamas wouldn't come to fence
- 8. Picnic at Aunt Trina's
- 9. Swimming
- 10. Home and forgot my llama picture

Video Module 3, Segment 3

Visual 23

#### **Narrative Planner**

# Example of time line Zoo Field Trip



Focus of narrative: What is highlight of the trip for each student?

Visual 24

## **Personal or Observational Narrative**

**Organization:** chronological

**Focus:** The Snake That Ate a Mouse shape. Write the most about the main event.

Elaboration techniques: specificity, comparisons, dialogue, description, strong verbs, numbers,

feelings, . . .

Beginning: Who, What, When, Where

**Ending:** Tell how you felt, what you learned, or what was accomplished. (In middle and high school—what significance the event had to your life.)

What is your point?			
Beginning	Middle	Ending	
	(what happened)		
who		felt, learned, or	
what		accomplished	
when			
where			
Video Module 3, Segn	nent 4		Visual 25

# When to Paragraph in Narratives\*

- Start of the piece
- Change in time
- · Change in place
- A major change in the action
- Change of speaker
- Every 6-7 lines if none of the above.

## Give your reader a break.

#### Remember:

P. A. T. S. For Paragraphs (Place Action Time Speaker)

\*Mark the start of paragraphs as an editing function.

## **Video Module 4 | Organizing Expository Writing**

#### Segments:

1. Kinds of Expository Writing

4. List-Linking to Webbing

2. Organization from K-5: Listing

5. Cohesive Paragraphs

3. Physical Sorting

#### Referenced Pages:

Building a Writing Community: 44-46, 51-53, 57-58, 154-165

Teaching the Youngest Writers: 94-106

Listen to This: 12-13, 114-115

#### **Visuals**

- 26 Narrative and Expository Defined
- 27 The Expository Genre
- 28 An Informational Expository Paper (Planner Topic: Fishing)
- 29 Text Frame After Organization into Paragraphs
- 30 An Informational Expository Paper (Blank Planner)
- 31 Cohesive Paragraphs After List-Linking or Physical Sorting
- 32 Third- and Fourth-Grade Cohesive Paragraph Sample
- 33 Fifth-Grade Cohesive Paragraph Sample

Discussion Points	Additional Issues
Grade-appropriate graphic planners.	Concrete vs. Abstract planners
Non-fiction literature response lists. How might this work at our grade?	What about a list as a response to a story?
What genres or types of expository writing are appropriate at each grade level?	Which kinds of expository writing are required at our grade level? Introduction or mastery levels?
What other Target Skills might apply to informational expository besides organization?	Beginnings, endings, transitions, and composing skills in expository writing.
Our own lessons and models for moving from listing to text.	Topic sentences in text and what they tell the reader (reading-writing connection).
Does listing and list-linking work for all expository genres?	Use of attribute clumping as the basis for writing a multi- paragraph comparison
The academic five-paragraph format.	Advantages of a four-paragraph piece.
Focus and how else to teach it.	The use of non-examples in writing instruction.

# **Narrative and Expository Defined**

## Narrative is story (fiction or non-fiction).

- It's about people or animals in events.
- It is organized chronologically: time passes.
- Graphic planners are linear.
  - list with ordering by time
  - storyboards
  - time lines
  - Snake That Ate the Mouse planner

## **Expository** is everything else.

- It's about information, opinions, and ideas.
- Expository writing is organized in clumps of related information and ideas.
- Graphic planners include:
  - list
  - list (sorting or clustering items)
  - flip book
  - Venn diagram
  - Comparison Analysis Organizer
  - web
  - fish bone
  - umbrella
  - outline

Video Module 4, Segment 1

Visual 27

# **The Expository Genre**

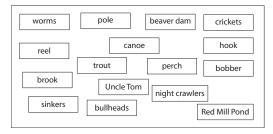
The genre as it develops from kindergarten through high school. Moving from concrete to abstract:

- · Observation and description
- Informational text
- Process description and directions
- Comparison paper
- Opinion paper: personal essay
- Analysis and evaluation: book, art, movie, music, drama, dance. . . review
- Essay: writing about ideas and concepts
- Persuasive argument

# **An Informational Expository Paper**

## Organizing your information

Topic: Fishing



List words that belong in each group below:



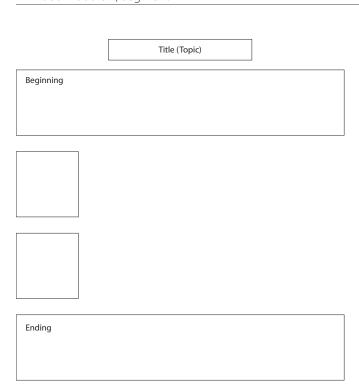
Write the reason you clumped the words in each group in each box below:



Video Module 4, Segment 4

Visual 29

**Text Frame** 



Organizing your information

# **An Informational Expository Paper**

5	 	 	
Topic:			

Write the reason you clumped the words in each group in each box below:

Main Idea	Main Idea	Main Idea	Main Idea

Video Module 4, Segment 5

Visual 31

# **Cohesive Paragraphs after List/Linking or Physical Sorting**

1. Select one group of words.

Wendy's

McDonald's

Taco Bell

Oriental Garden

**Burger King** 

2. Think about how the words relate to each other besides the grouping rationale: all restaurants. Compare the items. Think about how they relate to you.

## Samples from 3<sup>rd</sup> through 5<sup>th</sup> graders:

- Wendy's, McDonald, and Burger King all have fries and hamburgers, while the other two have different food. (3<sup>rd</sup>)
- Only Burger King and McDonald's give away toys. (3rd)
- My family likes the Oriental Garden best, but I like McDonald's. (4th)
- They all have about the same prices but it seems like you get more to eat at Oriental Garden. (5th)
- They are all line up or drive up and get served except Oriental Garden, which is a buffet. (5th)
- 3. Think about what you want to tell your readers about the five places and make that the focus of your paragraph.

# Third-Grade sample: typical list-like approach

My family and I eat out. At Taco Bell we have nachos and tortillas. At McDonald's we eat hamburger and fries and I play in their maze. At Burger King I eat hamburger and fries and trade my trading cards. At Wendy's they have hamburgers and fries too.

## Fourth-Grade sample: loose focus (two ideas-food, preference)

My family and I eat out. We usually go to Taco Bell, McDonald's, Wendy's, and Burger King. All of them have hamburgers and fries except Taco Bell. I like Burger King best because they give... cards. Everyone else in my family likes Wendy's better.

Video Module 4, Segment 5

Visual 33

# Fifth-Grade sample: tighter focus: amount of food and its relation to preference

We have a choice of five pretty good eating places (writer can't spell 'restaurant') in our town. There's Wendy's, Burger King, McDonald's, Taco Bell, and The Oriental Garden. My family eats out about once a week and we go to the Oriental Garden the most. I think they are all about the same price but you get more food at The Oriental Garden. It has a buffet and it's all you can eat. That's why it's probably my family's favorite.

## **Video Module 5** | **Supporting Details** Also watch Video 16, "Supporting Details" Classroom Demonstration Video

#### Segments:

1. Scanning Text: Inference and Proof

2. Scanning Fiction: Alternative Book Report

3. Modeled Opinion Paper with Supporting Details

## Referenced Pages:

Building a Writing Community: 62-63, 124, 139, 165-168

Teaching the Youngest Writers: 26-32, 108-111

Listen to This: 13-15, 117-118

#### **Visuals**

34 Writing Across the Curriculum or, Writing in the Content Areas

35 Book Reports

36 Opinion

Discussion Points	Additional Issues
Non-traditional book reports as an aid for students learning to scan for details.	List of fiction class sets that can be used as sources for book reports based on stating a thesis and citing supporting text.
Reciprocity of writing with reading: inference and supporting details.	See also: Video 8, Segment 1, "Don't Hit Your Reader Over the Head."
Reading over what you have read. What about on a test? How quietly can it be done?	Other drafting techniques to use during shared, interactive, modeled, or tandem models.
Students' sources of interest/competency topics.	When we construct interest/competency surveys: considerations of location (urban, suburban, rural); background experience; age.
Techniques to introduce lessons.	Models prepared beforehand.
Supporting details—where else can we find texts that illustrate them?	Bibliography of non-fiction works that strongly illustrate the supporting details named in this module. Student generated?
Extending "Prove It" paragraphs into multi-paragraph papers. Each sentence expanded into a paragraph with the same array of supporting details.	Finding, naming, and using other kinds of supporting details.

Video Module 5, Segment 1

Visual 34

# Writing Across the Curriculum or, Writing in the Content Areas

#### What does that mean?

You can write about math, art, music, spelling, history, geography, science, drafting, computers, physical education, health, sports, books, plays, movies, people, ...

### How do you do that?

To write on any topic, you need to learn how to organize and compose:

- Informational writing (magazine article, report)
- Process description
- A comparison paper
- An opinion paper
- A persuasive essay

Video Module 5, Segment 2

Visual 35

# **Book Reports**

## **Scanning for Proof:**

- Use fiction leveled one to two grades below reading level.
- Read the book or story to class.
- Provide copies of text to all partnerships or individual students.
- Start with finding proof for setting, then character trait or goal. Cite pages and supporting text.
- Do a class model together.
- Have students do one in partnership.
- Finally, assign a solo, scan-for-proof book report.

Video Module 5, Segment 3

Visual 36

# **Opinion**

#### A declarative statement of opinion, supported by sentences to:

prove with concrete examples use a narrative vignette clarify the statement make comparisons

define the statement offer authoritative opinion supply details set forth self-evident truths

use numbers/statistics use graphics

#### In Kid Talk:

Prove it. Make a comparison.

What do you mean? Give a real life example (narrative vignette).

Use descriptive details. How did that come about?

Use a number. Give reasons why.

Who else says so?

Use a chart, table, map, diagram, . . .

# Video Module 6 | Persuasive Writing

# Segments:

- 1. Word Choice and Audience
- 2. Form and Arguments

## Referenced Pages:

Building a Writing Community: 53, 174-176

Listen to This: 29-35

#### **Visuals**

- 37 Persuasion
- 38 Word Choice Considerations
- 39 Persuasive Writing: Three Part Paper
- 40 Example of a Persuasive Piece (Fifth Grader)
- 41 Example of a Persuasive Piece (Sixth Grader)

Discussion Points	Additional Issues
Grade-appropriate issues for 4th and 5th graders for potential persuasive papers.	Utility of lists of potential persuasive topics sorted by category: rules, privileges, and issues. Or, school, family, and community.
Identifying persuasive text.	Bibliography of persuasive pieces appropriate for 4th and 5th grade.
What about persuasion in grades two and three?	Grade-appropriate topics.
Other sources of literature to illustrate specific and deliberate word choice per audience or purpose.	Why are automobile advertisements good examples of word choice in persuasive writing?
Supporting details to arguments-See Video 5.	The narrative vignette: examples of real life stories lending strong support to argument. Add to lesson plan bibliography.
Further identification of benefits and common values to use in arguments for persuasive writing.	Integration with social studies.
Word choice as a function of voice.	Plagiarism: style or words. How much can novice writers imitate professionals?
Can a writer use beginning and ending techniques in persuasion?	Can a writer use literary devices and other composing skills in persuasion?

#### **Persuasion**

Persuasion is one useful skill; oral or written. We all should be able to argue successfully for the things we need or want.

- Why should I give you a bigger allowance?
- Why should we let you stay up later?
- Why should we allow cell phones in class?
- · Why should I make you quarterback?
- Why should we accept you to our school?
- Why should I use tile instead of wall-to-wall carpeting?
- Why should I buy this car?
- Why should we change the way things are run around here?
- Why should I hire you?
- Why should I vote for you?
- Why should I marry you?
- ... and more.

Video Module 6, Segment 1

Visual 38

#### **Word Choice Considerations**

#### **Audience:**

authorities, grownups, peers, voters, potential donors, . . .

#### Impact of words:

People are getting hurt at that corner. Or, We have carnage at that corner.

The car goes fast. Or,

The car reaches speeds in excess of 100 mph in 7 seconds.

#### Connotative value:

old geezer or senior citizen computer nerd or computer genius cook or chef

#### **Historic value:**

Jedidiah or Brad Abigail or Lisa

# **Persuasive Writing: Three-Part Paper**

#### Introduction

State the thesis and acknowledge the opposition view or position. The introductory paragraph can use the same hooks as any expository writing.

#### **Arguments:**

- scientific facts
- appeal to shared values and common goals: liberty, pursuit of happiness, independence, responsibility, involvement, ethical behavior, industry, health, respect, preserving the environment, safety, . . .
- · benefits to audience: financial, health, status
- emotions and vanity

## **Arguments are supported** by the same details as any expository writing:

- scientific facts
- · statistics and numerical facts
- empirical evidence
- self-evident truths: All people are created equal, we learn best by doing, boys are different than girls, freedom is preferable to slavery, you catch more bees with honey than vinegar (a compliment is better than criticism).
- direct quotes
- · narrative vignettes
- · charts and tables
- analogies and comparisons

**Conclusion:** the clincher is saved for the end and is the best argument or the best counter-argument to opposition. The ending can use any of the techniques of expository writing.

Video Module 6, Segment 2

Visual 40

# **Example of a Persuasive Piece: (Fifth Grader)**

Dear Mom.

Mom, you should let me have a horse. I know you will say no at first because we have no place to keep it. But Kristin told me I can keep it at her grand-father's farm with her two horses.

If I had a horse I would take care of it. Grandma is always saying taking care of a pet develops responsibility. You could buy me the horse for my birthday. I'll spend my own money to buy stuff for the horse. I know I can get a saddle secondhand from a kid in my class. And you were the one who wanted me to take riding lessons anyway.

Having a horse will give me a lot to write about in writing workshop and I will get better grades. Don't you think it would be worth a try?

Your daughter,

Jody

Dear Mom and Dad,

I need another rabbit. I know you don't want me to get another rabbit, but listen to my facts. I'm sure at the end of my letter I will have convinced you.

I could breed a new rabbit with the one I already have. I know you are saying, "NO" in your head but I could sell the bunnies and make money. Wouldn't it also be fun to hold those cute little balls of fur?

I would also take care of her. As you know, I take care of the rabbit I have. I would spend time with them and I would let them out. You always say taking care of the rabbit is making me more responsible.

Now, I know you are both saying, "Absolutely not," it costs too much money. But I would pay for her and the food, the supplies, and the whole nine yards. Of course, you might have to raise my allowance.

I could enter her in the Fair. Isn't that brilliant? She could win awards and I would get even more involved with 4-H. And that's good, isn't it?

My last thing to say, especially to you, Dad, is it would save us money if we were ever starving. Think of all the possibilities there would be: Rabbit stew, roasted rabbit, rabbit a la mode, boiled rabbit, baked rabbit, stuffed rabbit, and even rabbit pot pie. I'm just kidding, but it crossed my mind.

Now that I've told you everything, I would just like to say that if I didn't really want another rabbit, I wouldn't have taken time out of my busy schedule to write to you.

Yours truly,

Krista

#### **Video Module 7 | Beginning and Ending Techniques**

Also watch Video 14 "Ending Techniques," Classroom Demonstration Video

## Segments:

1. Student Writing Notebook

3. Function of the First Paragraph

2. Beginning Techniques

4. Ending Techniques

#### Referenced Pages:

Building a Writing Community: 16, 60-61, 168-171

Teaching the Youngest Writers: 107-108, 122-123

Listen to This: 22-26

#### **Visuals**

42 Student Writing Notebook

43 Personal Narrative and Expository Beginnings

44 Introductory Paragraphs (Mid-Third Grade and Above)

45 Fiction First-Line Categories

46 Samples of Fiction First Lines

47 Expository Ending Techniques

48 Cobwebs to Crosshairs!

Discussion Points	Additional Issues
What should our students' writing notebooks contain?	Practice writing pieces: future use in peer conferencing, for revising to old and new Target Skills, and for editing.
Homework Journaling for Target Skill practice. When and how much?	Parents who focus on cosmetics instead of focusing on writing craft. How to change parental reception of student writing.
When would be a good time in the year to teach beginning and ending techniques?	How many techniques should I teach in a year?
How are fiction hooks different from personal narrative hooks?	Building bibliographies of literature models of hooks and first lines.
How long is a beginning in our grade?	What are the attributes of a good hook?
How long is an ending in our grade?	Are there ending paragraph functions as there are introductory paragraph functions? Student and teacher research, sorting and classification.
At what grade level do students develop introductory and ending paragraphs?	Can a writer compose the hook before she writes the piece? Why write the introductory paragraph after writing the body, instead of before?
Student samples are not perfect. Target Skills application is criteria for using them.	What do I do when students point out the errors in a student sample?
Other thinking skills involved in writing and writing instruction.	The concept of attributes in sorting and classifying and its relationship to writing.

Visual 42

# **Student Writing Notebook**

## **Ideas for Writing**

## Description

Strong Verbs Attributes Comparisons

#### **Narrative**

Organization

Beginning and ending techniques

**Transitions** 

## **Expository**

Organization

Beginning and ending techniques

**Transitions** 

## **Literature Response**

Book report options

### **Practice Writing**

#### **Published or Assessed Work**

Video Module 7, Segment 2

Visual 43

# **Personal Narrative and Expository Beginnings**

The beginning must engage or hook the reader. It should be easy to read, attract attention, and introduce or reveal the topic. (It rarely includes the main ideas.)

- Question
- Exclamation
- Noise (onomatopoeia)
- Setting
- Amazing or startling fact
- •General-to-specific statement
- •Words in capitals, bold, italics, unusual fonts
- Superlative
- Contrast
- Homily
- Alliterative phrases
- •Talk directly to the reader

- Definition
- Sentence fragments
- Poem or ditty
- •Riddle
- Anecdote (narrative vignette)
- •Idiom
- Quotation
- •Pun
- Play of words
- Exaggeration (hyperbole)
- •Name of famous person or place
- •... and more.

Visual 44

# **Introductory Paragraphs (Mid-Third Grade and Above)**

Build an introductory paragraph (two or more sentences) incorporating the hook.

Construct the introduction after writing the body of the piece, when you know where you want to lead your readers.

The content of a piece determines the function of the first paragraph.

- Give background information.
- Tell how you got interested in the subject.
- Tell how you feel about the subject.
- Set a tone or atmosphere.
- Tell why the topic is important to the reader.
- Define the topic.
- State a problem.
- Tell what you want.
- State your position on an issue.
- Explain the organization (in pieces over 4-5 pages in length).
- ... and more.

Video Module 7, Segment 3

Visual 45

# **Fiction First-Line Categories**

- The author introduces the main character by name.
- The author describes the main character.
- The main character, named, is thinking or doing something.
- The character is talking.
- The author describes the setting (time or place or both).
- The author sets up the conflict in the first sentence.
- An event is in progress.
- · Combinations of the above.
- A letter or a note.
- A prologue telling of a past event that sets up the story.
- ... and more.

## **Samples of Fiction First Lines**

On Saturday, July 15th, Aqueduct Racecourse's great stands bulged and overflowed, spilling thousands of spectators onto the track's bright green infield.

(The Black Stallion Mystery, Walter Farley)

Mrs. May lived in two rooms in Kate's parents' home in London: she was, I think, some kind of relation. (*The Borrowers, Mary Norton*)

Henry Huggins stood by the front window of his square white house on Klickitat Street and wondered why Sunday afternoon seemed so much longer than any other part of the week.

(Henry and Beezus, Beverly Cleary)

I won Dribble at Jimmy Fargo's birthday party. (Tales of a Fourth Grade Nothing, Judy Blume)

It was a dark and stormy night. (A Wrinkle in Time, Madeleine L'Engle)

Dominic was a lively one, always up to something. (Dominic, William Steig)

Maurice's room measured six long steps in one direction and five in the other.

(Maurice's Room, Paula Fox)

Video Module 7, Segment 4

Visual 47

# **Expository Ending Techniques**

#### Grades K through 3-a technique, of one to two sentences

#### Grades 4 and up-technique starts a final paragraph of two or more sentences.

- · Tell or reiterate how you feel about the subject.
- · Ask the reader a question.
- · Use a universal word: all, everyone, every day, each of us, everything, every time, everybody, always . . .
- · Make a comparison.
- · Give the last step or last directions in process.
- · Invite reader to learn more: reference where.
- · Offer the reader advice.
- · Make a prediction.
- · Circle back to the hook, using the same device or style.
- · Quote the key person in the piece.
- · Draw an analogy or a conclusion from the ideas or examples.
- · Present the clincher in a persuasive argument.
- Remind reader of the main points (in a paper of 4-5 pages in length).
- · ... and more.

#### **Cobwebs to Crosshairs!**

by Carol Ann Moorhead

Cobwebs in your telescope? Could be—no matter how often you dust!

Imbedded in the lenses of many telescopes are two strands of spider silk. Don't think you can see them? Think again. If you can see the crosshairs in your telescopes, you can see the "cobwebs."

Crosshairs haven't always been made of spider silk. Early astronomers peered past platinum wires and through heavily ruled glass to view and chart the night skies. But by the 1900s, telescope manufacturers were using spider silk for crosshairs.

It's easy to see why. Spider silk is less expensive, easier to stretch into a straight line, and more resistant to extreme temperatures than platinum. It is also much finer. The average strand of spider silk is 1/1,970 of a centimeter wide—about 20 times finer than a human hair!

Now, spider-silk crosshairs are spinning out of existence. According to Alan Hale, president of Celestron International (a telescope maker) spider silk is being phased out in favor of less costly but thicker copper wire. At 1/276 of a centimeter wide, the new copper strands are only 3 times finer than a human hair.

Cobwebs in your next telescope? Not likely-unless you leave the cap off the lens!

## **Video Module 8 | A Sampling of Composing Skills**

Also watch Video 15 "Elaboration Clues and Inferences," Classroom Demonstration Video

#### Segments:

1. Don't Hit Your Readers Over the Head 3. Literary Devices

2. Specificity 4. Engaging Your Reader: Pompous vs. Professional Writing

#### Referenced Pages:

Building a Writing Community: 62, 63, 83-86, 90, 127-132, 141-144, 181-185

Teaching the Youngest Writers: 124-130

Listen to This: 16-22, 51-54

#### Visuals

49 "Don't Hit Your Reader over the Head" Game Cards

50 Don't Hit Your Reader over the Head

51 Specificity

52 Literary Devices or Techniques

53 Trucks Can Travel near Deer Creek

54 Phrases that Engage a Reader

55 Professional vs. Pompous

Discussion Points	Additional Issues
Writers providing clues and readers making inferences: the link between writing and reading.	Writing as thinking.
Providing clues as an elaboration technique.	Show, don't tell. Literal interpretation–students draw.
Writing for a readership.	Writing as expression: engaging students in the writing experience.
Sentences beginning with and or but; phrases punctuated as sentences.	Writing rules and when to break them.
Target Skills and revision.	See also Video 9, "Revision."
How do I teach voice?	Elements of voice other than talking directly to the reader or making editorial comments to reader.
Teaching literary devices: teaching any writing craft skill.	Brian Cambourne's conditions for language learning.
Newspapers as models for writing craft.	Homework: find examples of writing craft under study.
What about pronoun use in expository writing, essay, persuasion, and information?	Read APA Publication Manual, Chapter 2, "Expression of Ideas." Read <i>Writing to Learn</i> , by W. Zinsser.

Visual 49

See CD for formatted cards

#### "Don't Hit Your Reader over the Head"

#### **Game Cards**

He is tall. The dog is mean. It is windy.

It was fun. The cat is friendly. The band was loud. She is smart. The mall is crowded. The kids are scared. She is tall. It is hot. The library is busy. He was tired. It is boring. My teacher is nice. He is happy. It is quiet. The ride was scary.

The food was good. It is cold.

Video Module 8, Segment 1

Visual 50

## Don't Hit Your Reader over the Head

Readers like to figure things out for themselves. Give them the clues and let them have fun and infer. Example:

### We went to the beach. It was interesting.

(Boing! You hit your reader over the head. Readers have no fun figuring out (inferring) for themselves if the beach outing was interesting.)

#### Give clues:

We went to the beach. We saw two dolphins and they came so close you could see their eyes. I could even feel the vibration from their swimming by when I was in the water. We saw pelicans, hermit crabs, and a stingray, too.

#### Look for sentences in your writing that "hit your reader over the head":

It was **fun**, He is **mean**, It is **cold**, We got **hot**, It is **boring**, . . .

Video Module 8, Segment 2

Visual 51

# **Specificity\***

Authors use specificity to make their reader smile. Readers say, "Oh, that's just like me."

#### **Example:** from *Catfish and Spaghetti* by Marcia S. Freeman

On a Saturday, Kerry went to Kmart with her mother to check out the price of a good pole and reel. One was \$39.95.

#### Example: from The Train to Lulu's by Elizabeth Fitzgerald Howard

We opened our lunch boxes. Surprise! a Hershey bar for each of us. And chicken sandwiches. Good lunch!

#### **Example:** from a third-grade writer

When we went to the county fair we rode on The Twister. You got in a small car and the ride threw you in all directions.

\*Teach this skill in conjunction with lessons about common nouns and proper nouns.

### **Literary Devices or Techniques**

### **Onomatopoeia:** creating noise words

splash, pop, zoom

### Alliteration: using same beginning or ending sounds for effect

briny bath, Mickey Mouse

### Simile: comparing one thing to another using form: "as \_\_ as \_\_"

... as white as a sheet

### Personification: endowing inanimate objects with human characteristics

The leaves danced across the lawn.

### **Opposition:** using antonyms in close proximity, for effect

How can such a <u>little</u> dog give us such a big problem?

### **Hyperbole:** using extreme exaggeration

I've told you a thousand times to close that door.

### **Metaphor:** calling one thing another to show a strong shared characteristic

He is an Adonis.

### Anadiplosis: repeating an ending word, phrase, or sentence at the start of the next

I'll tell you I am <u>hungry</u>, <u>hungry</u> enough to eat a horse.

### Synecdoche (syn eck' do key): using a part to stand for the whole

The kids have wheels so it's hard to keep them around.

### **Spoonerism:** reversing the starting consonant on a pair of words, a misspeaking;

He had a thoolish fought.

### Redundant pairs: forming a couplet of two synonyms

hale and hearty, cease and desist, kith and kin, null and void, assault and battery, trials and tribulations, . . .

Video Module 8, Segment 3

Visual 53

### **Trucks Can Travel Near Deer Creek**

Emigres fearful for future of homeland

Farmer exodus in Rwanda stirs fears of starvation

### Replica of Nina sails sea of controversy

### This sixteen extra sweet

Florida State has endured a series of crucial injuries in its second straight run to the Sweet Sixteen

### Phrases that Engage a Reader

You Imperative statements

If you think . . . Picture . . . You should see how . . . Look closely . . .

You might think ...
You might say ...
You'd be surprised ...
You'd think ...
You can hear ...
Listen ...
Watch ...
Examine ...
Examine ...

You can see . . .

You can tell . . . I and We

The next time you . . . It seems to me . . .

...and more I wonder ...

I suppose . . .

**Questions** I imagine . . .

Did you ever wonder . . . I have a feeling that . . . Can you imagine . . . I would expect . . .

Have you ever ... To my surprise ...

What if . . . I was amazed to see . . . What do you . . . It occurred to me . . .

... and more. Imagine my surprise ...

... for all of us. We see that ...

...and more

Video Module 8, Segment 4

Visual 55

### **Professional vs. Pompous**

Your heart is a muscle that pumps blood to every part of your body.

The heart is a muscle that pumps blood to every part of the body.

Your bones change and grow with the rest of your body.

Bones change and grow with the rest of the body.

We use trees to make paper and to build houses.

Trees are used to make paper and to build houses.

It's our earth. Let's keep it clean and beautiful.

The earth belongs to everyone. It should be kept clean and beautiful.

### **Video Module 9 | Revision**

Also watch Video 13 "Sentence Variation," Classroom Demonstration Video

### Segments:

1. Four Kinds of Revision

2. Getting Rid of And then

3. "Left-field" Sentences

### Referenced Pages:

Building a Writing Community: 79-91, 105-106, 150, 171-174, 182-184

Teaching the Youngest Writers: 53-57

### Visuals

56 Revisions Young Writers Make

57 Time Transitions in Narratives

58"Left-field" Sentences

Discussion Points	Additional Issues
Time lag between drafting and revising—what about under test conditions?	Kinds of revision most applicable under test conditions.
Other uses for 'old' writing.	Student notebook upkeep as a 'grade' source.
Revision viewed as an opportunity to try out new craft rather than correcting mistakes.	Revising to new Target Skills.
Diagnosing students' writing to identify teaching needs.	What are young writers attempting or doing poorly? Quotations, hooks, endings, development of ideas, etc.?
Other repetitions besides And then, I, he, she, the, said, a name, etc.	Benefits when students create their own or class reference lists of Target Skill samples.
Can students copy our models?	What is the difference between copying the professionals and plagiarism?
Replacing every said. Appropriate replacement.	Overuse of a Target Skill. Can we expect graceful application at the instructional level?
Non-examples as an instructional strategy.	Having fun with writing.

### **Revisions Young Writers Make**

### Addition

More labels, letters or coloring in picture writing

More words per sentence: expanding with where, when, how, why, how many, and which one phrases

Add any new Target Skill to an existing piece.

### Substitution

Replace and thens

Replace some saids

Specific names for he, she, or it, or a pronoun for repetitive use of name.

Point of view

### **Deletions**

Repeated words

Extra words

### Reorganization

Moving words or sentences

Organization is a high-level thinking skill. It requires us to put events in sequence, arrange objects or symbols in order, sort information, make comparisons, group like things together, and manage space.

Cutting and pasting is one way to reorganize. Circling text and arrowing it to another place in a piece is another.

Circling and labeling text with letters and numbers to insert in another place is useful. Model all these techniques for your students.

Video Module 9, Segment 2 Visual 57 Time Transitions in Narratives\* In no time at all Later The next day After that Then On December tenth That afternoon When It was morning and Suddenly In the evening Soon All of a sudden The following day This time While By the time Finally Two days later In the spring By three o'clock On Friday As Last week Two hours after

<sup>\*</sup> Do not give your students this sheet. Help them build one of their own as a response to the lesson, "Getting Rid of *And thens.*" Initial each student's contribution to the class list and publish it for student writing notebooks.

Visual 58

### "Left-field" Sentences

### **Sample Paragraphs**

My mom took my brother and me swimming. We went to the Arlington Park Pool. I rode in the front seat. The park has a pool that has black lines painted on the bottom. That helps you swim in a straight line. But only if you can open your eyes under the water.

Everyone in my family is tall. My Uncle Tom is the tallest. He can touch the ceiling in our house. My Dad is the next tallest. He can touch the ceiling if he stands on tiptoe. The ceiling is made of that popcorn stuff. When my brother gets a little older he might be able to touch the ceiling, too. Now he can if he stands on a milk crate.

Baby lions are called kittens. They follow their mother everywhere. They learn to hunt by watching her. They are mammals. They practice pouncing on insects and lizards.

The team was ready to play. The pitcher yelled in to the catcher to watch out for the next hitter. The catcher threw the ball to the first baseman. He threw it to the shortstop. Then the pitcher got it. He pitched the ball. Strike one! The hitter got ready. The left fielder was chewing gum. The pitcher threw another strike.

### Video Module 10 | Editing Also watch Video 10 "Editing," Classroom Demonstration Video

### Segments:

1. Editing Principles

2. Editing-By-Ear

3. Parents and Final Thoughts

### Referenced Pages:

Building a Writing Community: 93-111
Teaching the Youngest Writers: 58-70

### Visuals

59 Editing Principles

60 When to Paragraph in Narratives

61 Disclaimers for Displaying Work

Discussion Points	Additional Issues
Difference between editing and revising.	The "just do it" principle of editing (in pencil). When might we introduce proofreader marks?
Teaching editing vs. asking students to edit their own papers.	Have editing checklists proved effective in getting students to edit their papers?
Editing on THE TESTS.	Internalization of editing skills.
Connecting writing conventions to editing. Setting editing standards per marking period.	What conventions are appropriate at our grade level?
Distribution of capitalization across the grades.	Divide all the proper noun categories into grade-appropriate or grade distribution.
Choral reading as syntactical practice.	Connection between expressive reading and text comprehension.
Punctuation, capitalization, and spelling as Target Skills.	Homework journaling (assigned Target Skills) as a public relations mechanism.
Why use concrete tools such as stickers, lip stamps, and clickers for editing?	What would Jean Piaget tell us about students in the elementary grades and the use of concrete tools?
Parents and their concerns with conventions.	Educating parents on how to receive their child's written work.
School policy on public display of student written work.	Using disclaimers for display work.

### **Editing Principles**

- Edit someone else's paper
- Edit for one convention at a time
- Edit several days after the piece was written
- Edit by ear for
  - end punctuation
  - capitalization of start of sentence
  - series of commas
  - paragraphs, in narrative

Video Module 10, Segment 1

Visual 60

### When to Paragraph in Narratives

- · Start of the piece
- · Change in time
- · Change in place
- · A major change in the action
- · Change of speaker
- · Every 6-7 lines if none of the above.

Give your reader a break.

**Remember:** P. A. T. S. for Paragraphs (Place Action Time Speaker)

Video Module 10, Segment 1

Visual 61

### **Disclaimers for Displaying Work**

The rest remains unedited.
splay work that young writers have <b>edited independently</b> for as much as they can, and thou completed.
Young writers have edited these papers independently for the following writing conventions:

### Video Module 11 | Emergent Writers: Stages and Modeling

### Segments

No segments

### Referenced Pages:

Teaching the Youngest Writers: xii-xvii, 33-38, 75-130.

### Visuals

62 Teaching the Youngest Writers: Principles and axioms

63 Models for Stages

64 Writing Craft in K–1

Discussion Points	Additional Issues
If you can talk you can write vs. If you can read you can write. Oral language development and writing.	Students should articulate full sentences when you take their dictation and when they write.
Earlier reading as a result of writing concurrent with phonics training.	The validity of empirical evidence from us, the ultimate classroom researchers.
Models and practices that reinforce the message principle and the print principle.	Making the reading and writing connections.
When is it appropriate to model writing with "adult writing?"	Morning message in wrapped text.
Choosing letters to model for symbol-to-sound connection, based on order of formation in mouth: frontal, medial, and glottal.	Teaching letters from A to Z.
What about syllabication? When does that come into play?	Note: Dashes are used to represent words and are drawn as you model for students. Articulate the sentence, then draw a dash for each word as you say it again. Stress the finger spaces as you place letters on the dashes.
Danger of referring to word walls during writing time: the loss of fluency if young writers spend writing time searching for a word.	How much help should we give during guided writing? Should we freely supply spelling of any word a child asks for? What other sources of help are in my room for young writers who need a word?
Model of three (or more) related sentences.	Developing ideas and elaboration.
Descriptive and personal writing focus in early grades.	Vocabulary of attributes parallels science work.
How do you evaluate an emergent writer's work?	State rubric vs. documenting an emergent writer's progress from stage to stage.

Video Module 11 Visual 62

### Teaching the Youngest Writers: Principles and Axioms

- 1. Children who use their new sound-to-symbol knowledge to write learn to read earlier than those who do not.
- 2. Emergent writers need to learn (through demonstration/modeling):
  - message principle: what they say can be recorded through writing
  - print principles: spaces between words, directionality, text wrapping
  - letter formation
  - the letter symbols that match their speech sounds.

Video Module 11 Visual 63

### **Model for Stages 1 and 2 Writers:** any letters

### Drawing of dog.

### **Model for Stage 3 Writers:** beginning sound

Drawing of a kid in a tub.

### Model for Stages 3 and 4 Writers: beginning and end sound

Drawing of getting dressed.

```
    I cn pt on mi sk. I cn pt on.
    mi ht. I cn gt dt.
    (I can put on my sock. I can put on my hat. I can get dressed.)
```

### **Model for Stage 5 Writers:** beginning, end, and middle long vowel sounds (letters that say their names).

### Photo or drawing of boat.

```
<u>I have a gren bot</u>. <u>I kep it on a lak</u>. <u>You</u>. <u>cn rid in it</u>. (I have a green boat. I keep it on a lake. You can ride in it.)
```

Video Module 11 Visual 64

### Writing Craft in K-1

### **Description:**

- Parallels science observation and description skill development
- Use of strong verbs
- Use of adjectives for specific attributes
- Use comparisons

### Lists:

- Precursor to organizing multi-paragraphed expository writing
- Sorting and classification of objects, pictures of objects, and words for objects

### **Personal Writing:** (Do not call it story unless it is.)

- Writer knows content, therefore, high engagement.
- Informational before narrative which requires sequencing in time order
- "I think..."
- · Literature, science, art, music, math, gym responses

**Ending techniques:** K and first grade

Beginning technique: first grade

Section 3 Contents
A Year of Writing in Middle School 3.3
Pre-Assessment 3.3
Ongoing Assessment and Post-Assessment 3.3
End-of-year Expectations3.4
The K-8 Genre Map
Middle-School Marking Period Pacing Charts 3.6
The Pacing Chart is a dual purpose document for middle-school teachers. First, all middle-school language arts teachers should work together to determine what genres each grade level will teach. Then, each grade level should work to sequence genre-block instruction across the year. If possible, plan with the content teachers to teach some expository genre blocks that integrate content with writing. You grade the piece for writing, and the content-area teacher grades it for content.
Genre Tiers for Middle School
Use the Genre Tiers to plan your mini-lessons. The Target Skills are grouped by Organizational and Composing skills. The Writing Levels (Initial, Developing, Fluent, and Fluent Plus) for each Target Skill help you differentiate instruction to meet students' needs. Convention and writing process skills, which are repeated throughout the year, can be found on the Marking Period Pacing Charts in this section. Cross references to your professional resources are provided for planning mini-lessons.
Descriptive Writing Tiers 1, 2, 3 3.7–3.9
General Expository Skills3.10
Personal Narrative 3.13
Procedural, How-to 3.15
Opinion3.17
Fictional Narrative3.20
Comparison3.23
Persuasion
Literature Response
Letter Writing Format Skills 3.30
Genre Target-Skill Extensions
These suggestions help you remember important points to support instruction in genre.
Quarterly Target Skills-Instruction Record by Genre 3.33–3.45
Record sheets by genre block are provided to record your instruction of genre-specific Target Skills. You also have separate sheets for writing-process skills and conventions

as these skills are ongoing throughout the year. Circle the year-end Instructional Levels (Awareness, Instructional, Mastery) based on what grade or grades the genre is taught in and how many pieces they write for a particular genre in a given year. For example, in a seventh-grade class, if students write a comparison paper in the second quarter and the fourth quarter, you may circle A or I for most of the Target Skills in the second quarter. But when the genre is repeated in the fourth quarter, you may switch to I and M.

### Application of Target Skills by Genre Block: Class Roster ...... 3.46

This tool allows middle-school teachers to record all students on one chart. Write in the Target Skill and the level of application of the skill.

### Lesson Plan Scaffolds ...... 3.47-3.57

The lesson plan scaffolds provide lesson plans for four different middle-school Target Skill mini-lesson sequences. Each mini-lesson sequence is two to three mini-lessons long. However, you may need to change the number of mini-lessons in the sequence to meet the needs of your students. Each mini-lesson sequence is designed to be completed in approximately 10 to 15 minutes.

Contrast in Structure	3.47
Quotation as Hook	3.49
Circle Back to the Hook Ending Technique	3.52
Thesis Statement-Prove It!	3.55

### A Year of Writing in Middle School

Middle-school writing instruction is genre-based. Descriptive writing Target Skills are reviewed and extended at all grade levels, and specific genre blocks are taught at each grade level. Instruction generally focuses on one or two new genre blocks per quarter and several shorter writing-to-content-area pieces on familiar genres, such as literature response.

The ability of student to now think on an abstract level changes the way they plan their writing. They sort items or ideas in their head, and they can use more sophisticated graphic planners. A key shift at the middle-school level is the ability to plan and revise for organization, logic, and flow of written pieces. Abstract thinking is also displayed as students in sixth, seventh, and eighth grades are able to consistently create imagery, use voice techniques, and engage the reader.

During revision, middle-school students understand how to move or reorganize text for logic and flow. Revision improves the clarity and interest of sentences, paragraphs, and papers as a whole. Students should accept responsibility for editing, and they use a variety of means to do so. They increasingly are able to find places in their manuscripts where they can apply writing-craft Target Skills that will their writing. The level of sophistication in their writing continues to increase.

Middle-school students' knowledge of Target Skills and the characteristics of different genres support them as they practice prompted writing to prepare for writing prompts and extended response answers on state assessments. Students need to practice interpreting, pre-writing and drafting. This practice, however, does not replace the writing-craft instruction model or schedule. Test-type writing instruction and practice should be held to a minimum because over-exposure will decrease the level of enthusiasm about writing in general. A good time to teach prompted writing is between genre blocks. Extended response is best taught through authentic application in the content areas.

### **Pre-Assessment**

During the first week of your initial CraftPlus implementation and during the first week of each school year after that it is imperative that you assess all middle-school students with CraftPlus Assessment–Form B. (See Section 1, Supporting Templates and Forms.

Giving students a pre-assessment provides base line information, shows student growth over time, helps you assess the writing level of each student (Initial, Developing, Fluent, Fluent Plus), and provides information to plan and differentiate your initial Target Skill mini-lessons.

### Ongoing Assessment and Post-Assessment

Assessment-Form B can be used throughout the year for ongoing assessments. At the end of the year, you can change the photo students write to and use the form for post-assessment. See Section 1, Supporting Templates and Forms.

### **End-of-Year Expectations**

Students leaving middle school (Grades 6-8) should be able to:

- Build and use a vocabulary of descriptive attributes.
- Use a variety of comparisons.
- Construct topic sentences for paragraphs based on rationale of sorting from prewriting lists or graphic organizers. Construct an introductory paragraph based on function.
- Write an expository/informational piece with a beginning hook, introductory paragraph and ending technique based on a personal or class topic. The paragraphs should be varied by text structure and organized by clumping related information from a list together.
- Identify and use several kinds of supporting details.
- Write a multi-paragraph personal narrative with a beginning hook, introductory paragraph, and ending technique.
- Write a procedural, how-to piece that describes a process or gives directions.
- Write an opinion piece.
- Write responses to literature.
- Write a fictional narrative piece.
- Write a friendly or business letter, or a letter to the editor.
- · Write a comparison piece.
- · Write a persuasive piece with a thesis statement and an array of arguments supported by details.
- Identify genre of prompt then plan and write a multi-paragraph piece in response.
- Write extended response answers to test questions.
- Construct a variety of compound and complex sentence structures to enhance voice and reader's engagement.
- Use a variety of literary devices and techniques that create voice and engage the reader.
- Revise sentences, paragraphs, and entire papers to improve clarity and interest.

### CraftPlus® K-8 Writing Curriculum Genre Map

This chart represents the writing forms and genres that middle-school students should be writing *independently*.

Genre/Form				Grade					
	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Personal Information/ Experience	Χ	X	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Description	X	X	X	X	X	X	X	X	X
Informational Expository	Χ	X	X	X	X	X	X	X	X
Literature Response	Χ	Х	Х	X	Χ	Х	Χ	Х	Х
Letter			Х	Х	Х	Х	Χ	Х	Х
Personal Narrative			Х	X	Χ	Х	Х	Х	Х
Procedural, How-To			Х	Х	Х	Х	Х	Х	Х
Opinion			Х	Х	Х	Х	Х	Х	Х
Fictional Narrative				Х	Х	Х	Х	Х	Х
Comparison					Х	Х	X	Х	Х
Persuasion					Х	Х	Х	Х	Х
Optional:									
Poetry (associated with descriptive writing)					X	X	X	X	X

# CraftPlus Marking Period Pacing Chart: Middle School

GenreS (See Genre Tier documents for Target Skills)	Writing Process Target Skills	Print Principles and Convention Target Skills
Marking Period: 1st Quarter		
Begin 1st Quarter with:         □ Descriptive Writing—4 to 6 weeks         Then choose one:         □ Descriptive Writing—4 to 6 weeks         Then choose one:         □ Informational Expository       □ Comparison         □ Informational Expository       □ Literature Response         Marking Period: 2nd Quarter       □ Descriptive Writing—3 weeks         Then choose one or two:       □ Comparison         □ Personal Narrative       □ Comparison         □ Informational Expository       □ Persuasion (prerequisite piece—Opinion)         □ Procedural, How-To       □ Literature Response         Marking Period: 3rd Quarter       □ Literature Blocks:         Descriptive Writing—3 weeks       □ Comparison         Then choose one or two:       □ Comparison         □ Personal Narrative       □ Comparison         □ Personal Narrative       □ Descriptive Writing—3 weeks         □ Personal Narrative       □ Descriptive Writing—9 weeks         □ Personal Narrative       □ Descriptive Mriting—9 weeks         □ Procedural, How-To       □ Letter         □ Procedural, How-To       □ Letter         □ Opinion       □ Letter	Ongoing through all Quarters  - pick a topic based on personal expertise/ interest inventory, class theme, assignment, or prompt  - determine who the reader is and write for the reader; determine purpose  - write for a variety of purposes  - share writing in whole group and peer conferencing  - peer conferencing: tell your partner what your Target Skill is; tell what your peer partner wrote; connect to text of peer writer and compliment his use of a Target Skill  - revise to Target Skill by adding (use a carat ^), substituting and deleting (repetitious words and left field sentences)  - use a thesaurus for substitutive revisions  - peer conference – make comments about clarity and interest; help partner achieve use of Target Skill(s) for piece  - use text features in writing: charts, diagrams, headings, captions. Table of Contents, olossary.	Ongoing through all Quarters  - name, date and genre on paper  - use a capital letter to begin and correct punctuation of ?, ! or period to end each sentence  - use capital letters correctly  - apply spelling rules to approximate unknown words; use a variety of resources to edit for words when writing is complete  - use a variety of resources to edit writing for grade level spelling standards and content words  - use beginning paragraph indentation  - use series of commas to punctuate lists in text  - use quotation marks and comma in dialogue  - use colons  - use dash  - use semi-colon  - use parentheses  - use advanced uses of comma: introductory clauses, non adjective clauses, direct address, parenthetical,
Marking Period: 4th Quarter	index	appositive commas
Begin 4th Quarter with and use between genre blocks::  Descriptive Writing—3 weeks  Then choose one or two:  Dersonal Narrative Eictional Narrative Informational Expository Dersonational Expository Dersonational Comparison Dersonational Expository Dersonational Expository Deference Copinion Deference Copinion Deference Copinion Deference Copinion Deference Copinion	<ul> <li>edit piece for publication using appropriate</li> <li>Conventions</li> <li>use rubric to self-evaluate</li> </ul>	<ul> <li>use who/whom and other relative pronouns correctly in context</li> <li>use antecedent/pronoun agreements correctly in context</li> <li>use irregular verbs correctly in context</li> <li>use conditional tenses correctly in context</li> </ul>

CraftPlus Descriptive Writing Target Skills: Middle School

### TIER 1

Tier 1 Target Skills	Initial Writer	Developing Writer	Fluent Writer	Fluent Plus Writer
Organizational				
Generates lists	clump words that go together	list and sort words to form paragraphs	organize paragraphs and write topic sentences	create a web or outline
Generate a thesis statement about a picture, tell what is happening in a picture	I see	I think; I know	I think because (use supporting details)	use transition/cue words to demonstrate relationship between supporting details and provide logic and flow
Composing				
Use strong verbs	with helping verbs–The boy is running.	without helping verbs—I ran to the park.	without helping verbs—The driver slammed on his brakes to avoid smashing into a tree.	use thesaurus and other resources to revise for stronger verbs; choose strong verbs connotative, emotive, or alliterative value
Use descriptive attributes	color, size, number, shape	sound, taste, texture, smell, movement, location, direction, age	composition, function, temperature, weight, state, symmetry, special features	selects attributes based on usefulness in description
Conventions				
	name on paper, date on paper (stamp), capitalize the first letter of writing, end with a period	use lower case letters consistently, wrap text, edit for sight words correctly	capitalize first letter of sentence, dates, and proper nouns, use punctuation of ?, !, and period, apply spelling rules	use a variety of resources to edit grade level print-text conventions and spelling conventions

TIER 1—Descriptive Writing	Video #	Building a Writing Community
Generate lists	4	44-45
Generate a thesis statement about a picture, tell what is happening in the picture	5	46
Use strong verbs	2	128
Use descriptive attributes	2	126-127
Conventions and print principles	12 & 10	93-95, 189

# ⇔ CraftPlus Descriptive Writing Target Skills: Middle School ⇔

### TIER 2

Tier 2 Target Skills	Initial Writer	Developing Writer	Fluent Writer	Fluent Plus Writer
Organizational				
Use beginning techniques—hooks	questions, exclamation, onomatopoeia	startling fact; talk directly to the reader; definition; general to specific statement; words in capitals, bold, italics, or unusual fonts	sentence fragments; contrast; riddle; homily; alliterative phrase; quotations; exaggeration (hyperbole); play on words (pun); anecdote; narrative vignette)	idiom, names of famous people/ places, anecdote, poem, setting
Use ending techniques	feeling; universal word; question	exclamation; remind the reader; advice	prediction; where to find out more; circle back to the hook	make a comparison, quoting key person in piece, draw an analogy or conclusion from ideas or examples in the piece, remind reader of main points (only in pieces over three pages)
Composing				
Use specificity using common nouns and proper nouns	Cheerios® not cereal, oak not tree	same as initial	same as initial	same as initial
Make comparisons	er, est, simile using like or as	just like, it reminds me of, the same as but	sothat; analogy; metaphor; personification	same as fluent
Conventions				
	wrap text, edit for sight words	use punctuation of ?, !, and period, apply spelling rules	use a variety of resources to correct spelling; use beginning paragraph indentation; use commas in a series	use a variety of resources to edit grade level print-text conventions and spelling conventions

TIER 2—Descriptive Writing	Video #	Teaching the Youngest Writers	Teaching the Youngest Writers Building a Writing Community
Use beginning techniques–hooks	7	107	60-61
Use ending techniques	7 & 14	108	60-61
Use specificity	8	125-126	63-64
Make comparisons	8	66-26	162-164
Conventions and print principles	12 & 10	02-09	93-95, 189

# CraftPlus Descriptive Writing Target Skills: Middle School

TIER 3

Tier 3 Target Skills	Initial Writer	Developing Writer	Fluent Writer	Fluent Plus Writer
Organizational				
Use a consistent presentation format	n/a	events-chronological order, procedural	scenic, portrait, comparison	same as fluent
Composing				-
Word choice for voice and reader engagement	onomatopoeia (sound); alliteration; rhyming	hyperbole	imperative verbs, pronouns-you and we; aside to the reader	choose words for connotative salue or emotive values, impact, gotone value, or expression of attitude
Sentence variation	extend sentences with when and where phrases; ask a question	combine or extend sentences with when; where; why; and how phrases; revise for repetitive sentence starts	use compound sentences; combine or extend sentences with which one phrases; use contrast (antonyms in one sentence)	start sentences with a gerund; use and place short sentences for impact; vary placement of clauses and phrases: start, middle, or end
Elaborate: description, clues to	n/a	substitute clue sentences for telling sentences	substitute clue sentences for telling sentences, replace dinky sentences	same as fluent
Use definitions	n/a	dictionary style; use a synonym	explanation set off with commas or a dash, if x then y statement	same as fluent
Conventions				
	use lowercase consistently; use punctuation of ?, !, and period	use a variety of resources to correct spelling, use beginning paragraph indentation, use commas in a series	use colons	use a variety of resources to edit grade level print-text conventions and spelling conventions

TIER 3—Descriptive Writing	Video#	Teaching the Youngest Writers	Teaching the Youngest Writers Building a Writing Community
Use a consistent presentation format		26	159-160
Word choice for voice and reader engagement	8	88-93	174-175
Sentence variation	9 & 13	124,126-127	83.105-106
Elaborate: description, clues to the reader for making inferences	8	126-127	63, 140
Use definitions	16	108-110	166
Conventions and print principles	12 & 10	02-09	93-95, 189

## ය CraftPlus Expository Writing: Middle School 0

## **General Expository Skills**

Expository writing is the writing genre that supports students academically. It is about information, ideas, and opinions. Characteristics of expository writing: organized in clumps of related information or steps in a process, written in present tense, personal or content-based.

0	1 1	т. т		
	Initial Writer	Developing Writer	Fluent Writer	Fluent Plus Writer
Organizational Most descriptive writing Organizational Target Skills effective with an expository/informational piece are:	onal Target Skills apply to expository i	writing and can be used as review Target	Organizational Most descriptive writing Organizational Target Skills apply to expository writing and can be used as review Target Skills during genre pieces. Organizational Target Skills that are especially effective with an expository/informational piece are:	nal Target Skills that are especially
Pre-write for expository pieces	generate lists; charts or graphs; sketch; brainstorm; research; and talk about material	same as initial	same as initial	use graphic organizers for cause and effect, problem and solution
Plan an expository piece	choose a topic; tell what you know about your drawing, picture or writing; clump words or ideas that go together	sort words or ideas to form paragraphs; name the rationale for each clump; order paragraphs for presentation; write topic sentences from sorting rationale	organize and order paragraphs; write topic sentences; determine paper focus (what do you want to tell your reader about the information or ideas).	same as fluent; present information in a variety of paragraph structures—description, comparison, contrast, sequence, definition, general to specific, specific to general, parts to whole, cause and effect, question and answer, problem and solution
Write an expository piece	tell, then write several related sentences about a topic	write multi-paragraphed pieces with a beginning hook and ending	write multi-paragraphed pieces with an introductory and ending paragraph	same as fluent
Present information in a variety of paragraph structures	description	sequence, definition, comparison	contrast, general to specific, specific to general, parts of a whole	cause and effect, question and answer, problem and solution
Use beginning techniques	hooks-questions, exclamations, onomatopoeia	hooks-startling fact, talk directly to the reader, definition, general to specific statement, words in capitals, bold, italics, unusual fonts	hooks-sentence fragments, contrast, riddle, homily, alliterative phrases, quotations, exaggeration (hyperbole), play on words (pun), anecdote (narrative vignette)	hooks-idiom, poem, names of famous people/places

Middle School Cr	aftPlus® Curriculum G	uide			
same as fluent	(paragraph) quoting the key person in the piece; drawing an analogy or conclusion from the ideas in the piece	t Skills that are especially effective with	start sentences with a gerund; use and place short sentences for impact; vary placement of clauses and phrases—start, middle, or end	if x then y statement	anadiplosis—I will tell you I am hungry, hungry enough to eat a horse.; cause and effect—as a result, because; emphasis—again, to repeat, for this reason, to reiterate
give background information; set a tone; indicate subject's importance to reader; and define the topic.	(paragraph) prediction; where to find out more; circle back to the hook; remind the reader of main points in paper over three pages long	Composing All descriptive writing composing Target Skills apply to expository writing and can be used as review Target Skills during genre pieces. Composing Target Skills that are especially effective with an expository/informational piece are:	use compound sentences, combine or extend sentences with which one phrases, use contrast (antonyms in one sentence)	synonym or definition set off with commas or a dash	additions—and, also, for instance, besides, another; alternatives—on hungry, hungry enough to eat a the other hand, or, whereas, but; horse; cause and effect—as a comparisons—like, similarly, unlike, both; incidence—always, to repeat, for this reason, to usually, frequently, occasionally, reiterate
tell how you feel about the subject, tell how you got interested in the subject.	(may be one or two sentences) exclamation, give the reader advice, make a comparison, and remind reader of an important idea or fact in the paper.	g and can be used as review Target Skills	combine or extend sentences with when, where, why, and how phrases, revise for repetitive sentence starts	dictionary style; use a synonym	progression—first, second, third, last; summarization—so, finally, in closing, the last thing
n/a	(one sentence) feeling, universal word (all, every, world, etc.), or question	arget Skills apply to expository writingre:	extend sentences with when and where phrases, ask a question	n/a	n/a
Write introductory paragraph	Use ending techniques	Composing All descriptive writing composing Targ an expository/informational piece are:	Sentence variation	Embed definitions	Use a variety of transitions/ cues

© 2006 Maupin House

3.11

Expository Writing	Video #	Listen to This	Building a Writing Community
Pre-write for expository pieces	4		51, 153-161
Plan an expository piece	4	114-115	51, 153-161
Write an expository piece	4	41-43, 72-75	58, 153-161
Present information in a variety of paragraph structures	4		
Use beginning techniques	7	22-24	60-61
Write introductory paragraph	7		168-169
Use ending techniques	7 & 14	24-26	60-61
Sentence variation	9 & 13	21-22	83, 105-106
Embed definitions	16		166
Use a variety of transitions/cues	3	26-29	172-173

© 2006 Maupin House

## CraftPlus Narrative Writing: Middle School

## **Personal Narrative**

Characteristics of personal narratives: organization based on passage of time and sequence of events; focus is on one main event; content is based on first-hand observation In narrative writing events take place in chronological order over time. Events can be real or imaginary. Whether the narrative is personal or fictional they are both stories. and memory; author's feelings are revealed; point of view is usually first person.

	Initial Writer	Developing Writer	Fluent Writer	Fluent Plus Writer
Organizational				
Pre-write for personal narrative pieces	n/a	generate lists; sketch; brainstorm; and talk about events of the story orally	same as developing	same as developing
Plan for personal narrative pieces	n/a	determine a focal event or theme; use graphic organizers—snake that ate the rat, time line, or story board; chronologically order/sequence events	same as developing, plus paragraph for: change of time, place, major action, speaker every six to eight lines if none of the former applies	same as fluent
Write a personal narrative piece	n/a	write several related sentences about a focal event or theme	write multi-paragraphed pieces with a beginning hook and ending about focal event or theme	write multi-paragraphed pieces with an introductory and ending paragraph about focal event or theme
Use beginning techniques	n/a	hooks-questions, exclamations, onomatopoeia, startling fact, talk directly to the reader, definition, setting, words in capitals, bold, italics, or unusual fonts	hooks–sentence fragments, contrast, riddle, homily, alliterative phrase, quotations, exaggeration (hyperbole), play on words (pun)	hooks-idiom, poem, names of famous people/places
Write introductory paragraph	n/a	tell who, what, when, and where	same as developing	same as developing
Use ending techniques directly related to the focal event or theme	n/a	(one to two sentences) feeling; universal word (all, every, world, etc.); tell what you learned; tell what you accomplished	(paragraph) circle back to the hook; make a comparison	(paragraph) make an analogy; state personal significance

Composing Target Skills				
Use dialogue tags	n/a	said, yelled, asked, whispered, barked, demanded	dialogue tags with stage direction (bellowed Tommy as he jumped off the dock.)	same as fluent
Use place and time transitions/cues (focus away from And Then)	n/a	Place-under the bridge, at school, back at the ranch, in the back of the closet, along the wall, beyond the fence; Time-suddenly, soon after, finally, meanwhile, later, in the morning, at once, afterward, later that evening	same as developing	same as developing

Narrative Writing	Video #	Teaching the Youngest Writers	Teaching the Youngest Writers Building a Writing Community
Pre-write for personal narrative pieces	3	112-119	134-137
Plan for personal narrative pieces	3	112-119	134-137
Write a personal narrative piece			
Use beginning techniques	7	116, 107	136
Write introductory paragraph	7		
Use ending techniques directly related to the focal event	7	117-118, 108	136, 169-170
Use dialogue tags	6		104
Use place and time transitions/cues (focus away from And then)	6	117-118	149-150, 171

## CraftPlus Expository Writing: Middle School

## Procedural, How-To

A procedural or how-to piece, also referred to as narrative procedure, describes steps in a process or gives how-to directions in sequence.

				1
	Initial Writer	Developing Writer	Fluent Writer	Fluent Plus Writer
Organizational Most descriptive writing organizational Targe effective with a procedural, how-to piece are:	ıl Target Skills app :ce are:	Organizational Most descriptive writing organizational Target Skills apply to expository writing and can be used as review Target Skills during genre pieces. Organizational Target Skills that are especially effective with a procedural, how-to piece are:	view Target Skills during genre pieces. Orgar	izational Target Skills that are especially
Pre-write for a procedural, how- to piece	n/a	sketch or list steps or directions; order steps or directions sequentially	same as developing	same as developing
Plan a procedural, how-to piece	n/a	select presentation style of bulleted, numbered, lettered steps, or paragraph style; order steps for presentation; write topic sentences if writing in paragraph style	same as developing	same as developing; use consistent imperative verb statements for bulleted or numbered lists
Write a procedural, how-to piece	n/a	tell, then write several ordered sentences on the process; write a sequentially ordered paragraph with a beginning hook or introductory paragraph and ending	write sequentially ordered multi- paragraphed piece with an introductory and ending paragraph	write running paragraphed text with changes of action determining sequence of paragraphs
Use beginning techniques	n/a	hooks-questions, exclamations, onomatopoeia, startling fact, talk directly to the reader, definition, general to specific statement, words in capitals, bold, italics, unusual fonts	hooks–sentence fragments, contrast, riddle, homily, alliterative phrases, quotations, exaggeration (hyperbole), play on words (pun), anecdote (narrative vignette)	hooks-idiom, poem, names of famous people/places
Write introductory paragraph	n/a	tell how you feel about the process, tell how you got interested in the process	give background information; define the process	indicate its importance to reader
Use ending techniques	n/a	(may be one or two sentences) feeling, universal word (all, every, world, etc.); question, give last step in directions, exclamation; give the reader advice; make a comparison, remind the reader of an important step in sequence	(may be one, two sentences or paragraph) where to find out more, circle back to the hook, remind the reader of key steps	(paragraph) draw an analogy or conclusion from the ideas in the piece

3.16	Composing	
;	All descriptive writing composing Target Skills apply to expository writing and can be used as review Target Skills during genre pieces. Composing Target Skills that are especially effective for	,
	procedural, how-to pieces are:	

Use progression transitions/ cues	n/a	use imperative verb tense; transitions/ cues–ABC; 1, 2, 3; first, second, next, last, after that	use imperative verb tense; transitions/ cues-ABC; 1, 2, 3; first, second, next, last, after that	use imperative verb tense; transitions/cues-before this, concurrently, consequently, previously, simultaneously, subsequently
Sentence variation	n/a	combine or extend sentences with when, where, why, and how phrases; revise for repetitive sentence starts	use compound sentences; combine or extend sentences with <i>which one</i> phrases; use contrast (antonyms in one sentence)	start sentences with a gerund; use and place short sentences for impact; vary placement of clauses and phrases-start, middle, or end
Embed definitions	n/a	dictionary style; use a synonym	synonym or definition set off with commas or a dash	if x then y statement

Informational-Procedural, How-To	Video #	Listen to This	Building a Writing Community
Pre-write for a procedural, how-to piece	4		132
Plan a procedural, how-to piece	4	54-58, 65-68	132
Write a procedural, how-to piece	4	54-58, 65-68	132
Use beginning techniques	7	22-24	60-61
Write introductory paragraph	7		168-169
Use ending techniques	7 & 14	24-26	60-61
Use progression transitions/cues	3	58, 67	105-106, 172-173
Sentence variation	9 & 13	21-22	83, 105-106
Embed definitions	16		166

# CraftPlus Expository/Informational Writing: Middle School

### Opinion

Opinion papers, also called essays or personal essays, are ultimately defined by the supporting details used while composing them. Writing opinion papers prepares students for comprehensive text questions that require a one- or two-sentence response with a statement and supporting details. Note: Initial-stage writers prepare for this genre by practicing descriptive Target Skills.

Fluent Plus Writer	itional Target Skills that are especially	same as developing	same as fluent	same as developing	cause and effect; question and answer; problem and solution	same as fluent	hooks–idiom, poem, names of famous people/places	indicate the importance to reader
Fluent Writer	Organizational Most descriptive writing organizational Target Skills apply to expository writing and can be used as review Target Skills during genre pieces. Organizational Target Skills that are especially effective with an opinion piece are:	same as developing	organize and order paragraphs; write topic sentences; determine paper focus (what do you want to tell your reader about the information or ideas)	same as developing	contrast; general to specific; specific to general; parts of a whole	write multi-paragraphed pieces with introductory and ending paragraphs	hooks-sentence fragments, contrast, riddle, homily, alliterative phrase, quotations, exaggeration (hyperbole), play on words (pun), anecdote (narrative vignette)	give background information; define the topic
Developing Writer	to expository writing and can be used as revi	generate lists, charts or graphs; sketch; brainstorm; research; and talk about the material	choose a topic; clump words or ideas to form paragraphs; name the rationale for each clump; order paragraphs for presentation; write topic sentences from sorting rationale	write a declarative sentence for statement of opinion	description; sequence; definition; comparison	tell, then write several related sentences on one topic; write multi- paragraphed pieces with a beginning hook and ending	hooks—questions, exclamations, onomatopoeia, startling fact, talk directly to the reader, definition, general to specific statement, words in capitals, bold, italics, unusual fonts	tell how you feel about the subject; tell how you got interested in the subject
Initial Writer	al Target Skills apply	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Organizational Most descriptive writing organizations effective with an opinion piece are:	Pre-write for an opinion piece	Plan an opinion piece	State an opinion	Present information in a variety of paragraph structures	Write an opinion piece	Use beginning techniques	Write introductory paragraph

Use ending techniques	n/a	(may be one or two sentences) exclamation; feeling; give the reader advice; make a comparison; remind reader of an important idea or fact in the paper; universal word (all, every, world, etc.); or question	(one or two sentences or paragraph) prediction; where to find out more; circle back to the hook; remind the reader of main points in paper over three pages long	(paragraph) quoting the key person in the piece; drawing an analogy or conclusion from the ideas in the piece
Composing All descriptive writing composing skill: opinion pieces are:	Is apply to expositor	y writing and can be used as review Target SI	Composing All descriptive writing composing skills apply to expository writing and can be used as review Target Skills during genre pieces. Composing skills that are especially effective for opinion pieces are:	t are especially effective for
Use supporting details specific to opinion piece	n/a	Prove It; who else says so; a number; description; narrative vignettes; give reasons why	concrete examples; comparisons; definitions; and graphics (table, map, graph, and diagram)	authoritative quotes; empirical evidence; self-evident truths; specificity
Sentence variation	n/a	combine or extend sentences with when, where, why, and how phrases; revise for repetitive sentence starts	use compound sentences; combine or extend sentences with <i>which one</i> and place short sentences for a phrases; use contrast (antonyms in one phrases—start; middle; or end	start sentences with a gerund; use and place short sentences for impact; vary placement of clauses and phrases—start; middle; or end
Embed definitions	n/a	dictionary style; use a synonym	synonym or definition set off with commas or a dash	if x then y statement
Use a variety of transitions/cues	n/a	summarization—so, finally, in closing, the last thing	additions—and, also, for instance, besides, another; alternatives—on the other hand, or, whereas, but; comparisons—like, similarly, unlike, both; incidence—always, usually, frequently, occasionally, sometimes, never; summarization—so, finally, in closing, the last thing	anadiplosis—I will tell you I am hungry, hungry enough to eat a horse.; cause and effect—as a result, because; emphasis—again, to repeat, for this reason, to reiterate

Informational—Opinion Piece	Video #	Listen to This	Building a Writing Community
Pre-write for an opinion piece	5 & 16		166-168
Plan an opinion piece	5 & 16	84-85	166-168
State an opinion	5 & 16	117-118	166-168
Present information in a variety of paragraph structures	5 & 16		
Write an opinion piece	5 & 16	84-85	166-168
Use beginning techniques	7	22-24	60-61
Write introductory paragraph	7		168-169
Use ending techniques	7 & 14	24-26	60-61
Use supporting details specific to opinion piece	5 & 16	117-118	62, 166-167
Sentence variation	9 & 13	21-22	83, 130
Embed definitions	16		166
Use a variety of transitions/cues	3	26-29	172-173

## © CraftPlus Narrative Writing: Middle School

### **Fictional Narrative**

involves a plot; content is based on author's imagination, memory, or observation; the story has a theme, tension is created, and characters are developed; point Characteristics of fictional narratives: in a fictional narrative, time passes; focus is on one event; organization is chronological, and the sequence of events of view is first or third person, or alternates between characters.

	Initial Writer	Developing Writer	Fluent Writer	Fluent Plus Writer
Organizational				
Pre-write for fictional narrative pieces	n/a	generate lists; sketch; brainstorm; and talk about events of the story orally	same as developing	same as developing
Plan for fictional narrative pieces	n/a	use graphic organizers – snake that ate the rat, time line, or story board; chronologically order/sequence the events; determine characters, setting, and plot	use graphic organizers—snake that ate the rat, time line, or story board; chronologically order/sequence the events; determine characters, setting, and plot, and theme; paragraph for: change of time, place, major action, speaker, or every six to eight lines if none of the former applies	same as fluent plus plot line with resolution
Write a fictional narrative piece	n/a	write several related sentences about a series of events	write multi-paragraphed pieces with a beginning and ending techniques about a series of events	write multi-paragraphed pieces with an introductory and ending paragraph about a series of events
Use beginning techniques (one liners)	n/a	setting; description; author introduces the main character by name; main character is thinking or doing something	the author sets up the conflict in the first sentence, the character is talking, an event is in progress	a letter or note; a prologue telling of an event in the past that sets up the story; combinations of the former
Write introductory paragraph	n/a	tell who, what, when, and where	same as developing	same as developing
Develop the plot	n/a	character with a problem or goal, lost and found	same as developing, plus good guys vs. bad guys	crime and punishment/mystery and solution; character vs. nature (survival); boy meets girl (problem and solution)

Middle School Cr	aftPlus® C	urriculum Guide			1		1	
same as fluent	foreshadowing the future	(paragraph) make an analogy; state personal significance		same as fluent	same as fluent plus dialogue that advances the plot (pair of characters progression or action progression)	same as developing	same as fluent	same as fluent
love conquers all, crime doesn't pay, good deeds are rewarded, some things are worth fighting for, etc.	same as developing	(paragraph) circle back to the hook, make a comparison		dialogue tags with stage direction (bellowed Tommy, as he jumped off the dock.)	reveal character traits through dialogue (school yard bully—"Give me your lunch money or I'll punch you out," murmured the meanie.)	same as developing	tell what he/she thinks, tell what other characters say about the character	describe the physical characteristics of setting (place and time) allowing for reader inference, create mood
n/a	tell the main character's final thoughts and emotions	(one to two sentences) feeling; universal word (all, every, world, etc.); tell what was learned; tell what was accomplished		said, yelled, asked, whispered, barked, demanded	n/a	Place—under the bridge, at school, back at the ranch, in the back of the closet, along the wall, beyond the fence; Time—suddenly, soon after, finally, meanwhile, later, in the morning, at once, afterward, later that evening	tell what he/she says and does; physical description	describe the physical characteristics of setting (place and time) allowing for reader inference
n/a	n/a	n/a		n/a	n/a	n/a	n/a	n/a
Develop a theme considering a main character's motive (love, greed, revenge, hate, jealousy, power)	Resolve the plot	Use ending techniques	Composing Target Skills	Use dialogue tags	Use purposeful dialogue	Use place and time transitions/cues (focus away from And Then)	Develop the main character	Develop the setting

Create tension	n/a	n/a	use a setback (flat tire in a bike reader is in on a secret the	reader is in on a secret the
			race, sports injury on game	character doesn't know;
			day); time pressures (forces	anticipation of a major scene
			of nature–impending storm;	
			deadline dates-store's closing)	
Use literary devices specific to fictional narrative	n/a	n/a	n/a	foreshadowing; flashback; irony

Narrative – Fictional	Video #	Building a Writing Community
Pre-write for fictional narrative pieces	3	138-139
Plan for fictional narrative pieces	ĸ	134, 138, 139
Write a fictional narrative piece	3	139
Use beginning techniques (first liners)	7	
Write introductory paragraph	7	149
Develop the plot	3	
Develop a theme considering a main character's motive	3	144-148
Resolve the plot	3	147
Use ending techniques	7	150, 169-170
Use dialogue tags		104
Use purposeful dialogue	6	141-142
Use place and time transitions/cues (focus away from And then)		105-106, 171
Develop the main character	6	105-106, 171
Develop the setting	3	139-142
Create tension	3	145-146
Use literary devices	3	181-182

# CraftPlus Expository/Informational Writing: Middle School

### Comparison

skill. Students learn to craft comparison pieces effectively if they begin by comparing physical attributes of an object. Later they can compare more abstract concepts, such as In a comparison piece, a student identifies similarities and differences, usually between two things or concepts. Understanding characteristics, or attributes, is a precursor personality traits of two characters in a book.

	Fluent Plus Writer	. Organizational Target Skills that are especially	same as fluent	Use CraftPlus Comparison Organizer to analyze similarities and differences of the pair attribute by attribute; sort attributes to form paragraphs; order paragraphs; and write topic sentences using the rationale for clumping (see CD)	write multi-paragraphed comparison piece with an introductory and ending paragraph; consistently format in paragraph—present the similarities first with differences following, or by similarities and differences explored per attribute or group of related attributes	hooks-sentence fragments, contrast, riddle, homily, alliterative phrase, quotations, exaggeration (hyperbole), play on words (pun), anecdote (narrative vignette), idiom, poem, names of famous people/places	give background information, define the topic, indicate its importance to reader, tell how you feel about the comparison, and tell how you got interested in the comparison
	Fluent Writer	writing and can be used as review Target Skills during genre pieces. Organizational Target Skills that are especially	identify pairs to compare, select one pair from brainstormed list	Use CraftPlus Comparison Organizer to analyze similarities and differences of the pair attribute by attribute	write a comparison paragraph with a hook and ending	hooks-questions, exclamations, onomatopoeia, startling fact, talk directly to the reader, definition, general to specific statement, words in capitals, bold, italics, unusual fonts	give reason to compare the two items
	Developing Writer	expository writing and ca	n/a	n/a	n/a	n/a	n/a
	Initial Writer	al Target Skills apply to e	n/a	n/a	n/a	n/a	n/a
personantly trains of two characters in a coort		Organizational Most descriptive writing organizational Target Skills apply to expository effective with a comparison piece are:	Pre-write for a comparison piece	Plan a comparison piece	Write a comparison piece	Use beginning techniques	Write introductory paragraph

Use ending techniques	n/a	n/a	(one or two sentences or paragraph) feeling; universal word (all, every, world, etc.); and question; exclamation; give the reader advice; make a comparison; and remind reader of an important idea or fact in paper	(paragraph) prediction; where to find out more; circle back to the hook; remind the reader of main points in paper over three pages long; quoting the key person in the piece; drawing an analogy or conclusion from the ideas in the piece
Composing  All descriptive composing Target Skills can be applied to expository writing. For example using str Some composing Target Skills that are especially effective with a comparison piece are as follows:	Is can be applied to exp e especially effective wi	ository writing. For exam th a comparison piece ar	Composing All descriptive composing Target Skills can be applied to expository writing. For example using strong verbs, descriptive attributes, specificity, comparisons, and other literary devices. Some composing Target Skills that are especially effective with a comparison piece are as follows:	ty, comparisons, and other literary devices.
Use contrast	n/a	n/a	use antonyms in one sentence	use contrast for text structure, antonyms in one sentence or throughout the entire paragraph
Use comparison transition/cue words	n/a	n/a	like, unlike, both, but, similar, different	like, unlike, both, but, similar, different, in contrast, on the other hand, likewise, by the same token

Informational–Comparison Piece	Video#	Building a Writing Community
Pre-write for a comparison piece		162-164
Plan for a comparison piece		162-164
Write a comparison piece		162-164
Use beginning techniques	7	60-61
Write introductory paragraph	7	168-169
Use ending techniques	7 & 14	60-61
Use contrast	8	182
Use comparison transition/cue words	3	172-173

# CraftPlus Expository/Informational Writing: Middle School

### Persuasion

positions in writing. The writer must keep his or her audience and purpose in mind while planning the persuasive piece as they will influence the word choice, tone, and Persuasive writing convinces a reader to change his mind, plans, or actions. Through specific language and arguments students can learn to state convincing and logical argument choice.

	Initial Writer	Developing Writer	Fluent Writer	Fluent Plus Writer
Organizational Most descriptive writing organizational effective with persuasion are:	Target Skills apply to	expository writing a	Organizational Most descriptive writing organizational Target Skills apply to expository writing and can be used as review Target Skills during genre pieces. Organizational Target Skills that are especially effective with persuasion are:	es. Organizational Target Skills that are especially
Pre-write for a persuasive piece	n/a	n/a	generate lists; charts or graphs; sketch; brainstorm; research; and talk about the material	same as fluent
Plan a persuasive piece	n/a	n/a	choose a topic; sort words; ideas or arguments to form paragraphs; name the rationale for each clump; write topic sentences from sorting rationale; order paragraphs or arguments for presentation; determine paper focus (what do you want to tell your reader about the information or ideas)	same as fluent; presentation forms–letter to editor; business letter; poem; article; debate
Write a persuasive piece	n/a	n/a	write multi-paragraphed pieces using three-part format of statement, argument(s), clincher	same as fluent
Write to state a position or a thesis specific to persuasion	n/a	n/a	write a thesis or position statement	same as fluent
Use beginning techniques	n/a	n/a	hooks-questions, exclamations, onomatopoeia, startling fact, talk directly to the reader, definition, general to specific statement, words in capitals, bold, italics, unusual fonts	hooks-sentence fragments, contrast, riddle, homily, alliterative phrase, quotations, exaggeration (hyperbole), play on words (pun), anecdote (narrative vignette) idiom, poem, names of famous people/places
Write introduction for a persuasive piece	n/a	n/a	state your position or thesis and acknowledge the opposition view or position; give background information; define the topic	same as fluent
Write conclusion for a persuasive piece	n/a	n/a	use clincher (save best argument for last)	same as fluent

(paragraph) prediction; where to find out more; c.); circle back to the hook; remind the reader of main arguments in paper over three pages long; an quoting the key person in the piece; drawing an analogy or conclusion from the ideas in the piece	Composing All descriptive writing composing skills apply to expository writing and can be used as review Target Skills during genre pieces. Composing skills that are especially effective for persuasion are:	same as fluent; sequence arguments saving ty, strongest for last	authoritative quotes; empirical evidence; self- sevident truths; specificity h;	start sentences with a gerund; use and place short sentences for impact; vary placement of clauses and phrases–start, middle, or end	off if x then y statement	anadiplosis—I will tell you I am hungry, hungry enough to eat a horse; cause and effect—as a result, because; emphasis—again, to repeat, for this reason, to reiterate
(may be one or two sentences or paragraph) feeling; universal word (all; every; world; etc.); question; exclamation; give the reader advice; make a comparison; and remind reader of an important idea or fact in paper.	sed as review Target Skills during genre pieces. Co	scientific facts; appeal to shared values (liberty, independence, justice, responsibility, achievement, industry, safety), and common goals; benefits to audience (health, wealth, status); emotions and vanity	Prove It; who else says so; a number; description; narrative vignettes; give reasons why; concrete examples; comparisons; definitions; and graphics (table; map; graph; and diagram)	combine or extend sentences with when, where, why, which one and how phrases; revise for repetitive sentence starts; use compound sentences; use contrast (antonyms in one sentence)	dictionary style; synonym or definition set off with commas or a dash	additions—and, also, for instance, besides, another; alternatives—on the other hand, or, whereas, but; comparisons—like, similarly, unlike, both; incidence—always, usually, frequently, occasionally, sometimes, never; summarization—so, finally, in closing, the last thing
n/a	writing and can be us	n/a	n/a	n/a	n/a	n/a
n/a	apply to expository	n/a	n/a	n/a	n/a	n/a
Use ending techniques	Composing All descriptive writing composing skills	Write arguments specific to persuasion	Support arguments with supporting details specific to persuasion	Sentence variation	Embed definitions	Use a variety of transitions/cues

Information—Persuasive Piece	Video #	Listen to This	Building a Writing Community
Pre-write for persuasion	9		53, 174-176
Plan a persuasive piece	9	29-35, 59-64	53, 174-176
Write a persuasive piece	9	29-35, 59-64	174-176
Write to state a position or a thesis specific to persuasion	9	29-35	174
Use beginning techniques	7	29-35	60-61
Write introduction for persuasive piece	687	29-35	174-176
Write conclusion for persuasive piece	9	29-35	174-176
Use ending techniques	7 & 14	29-35	60-61
Write arguments specific for persuasion	9	29-35	175
Support arguments with supporting details specific to persuasion	5, 6, & 16	29-35	62, 166-167
Sentence variation	9 & 13	21-22	83, 105-106
Embed definitions	16		166
Use a variety of transitions/cues	3	26-29	172-173

© 2006 Maupin House 3.27

# 2. CraftPlus Expository/Informational Writing: Middle School

# Literature Response

Literature response can take on any form of expository writing as long as the student is writing with a literature selection in mind. Literature response pieces can contain the supporting details of an opinion or literature response as well as many of the descriptive writing Target Skills.

Fluent Plus Writer	al Target Skills that are especially	same as initial	same as fluent; information presented in a variety of paragraph structures-sequence, cause and effect, question and answer, problem and solution	same as fluent	hooks–idiom, poem, names of famous people/places	state importance to the reader
Fluent Writer	kills during genre pieces. Organization	same as initial	organize and order paragraphs; write topic sentences; determine paper focus (what do you want to tell your reader about the information or ideas).	write multi-paragraphed pieces with introductory and ending paragraphs	hooks-sentence fragments, contrast, riddle, homily, alliterative phrase, quotations, exaggeration (hyperbole), play on words (pun), anecdote (narrative vignette)	give background information
Developing Writer	ng and can be used as review Target SI	same as initial	sort words or ideas to form paragraphs; name the rationale for each clump; order paragraphs for presentation; write topic sentences from sorting rationale	write multi-paragraphed pieces with a beginning hook and ending	hooks–startling fact, talk directly to the reader, definition, general to specific statement, words in capitals, bold, italics, unusual fonts	tell how you feel about the literature or subject, tell what interests you about the subject or in the literature
Initial Writer	il Target Skills apply to expository writi ce are:	generate lists, charts or graphs; sketch; brainstorm; research; and talk about material or literature	tell what you know about your drawing, picture or writing; clump words or ideas that go together	tell then write several related sentences on one topic	hooks-questions, exclamations, onomatopoeia	n/a
	Organizational Most descriptive writing organizational Target Skills apply to expository writing and can be used as review Target Skills during genre pieces. Organizational Target Skills that are especially effective with a literature response piece are:	Pre-write for literature response	Plan a literature response	Write a literature response	Use beginning techniques	Write introductory paragraph

I les ending techniques	(care contents) feeling mineren	(may be one or two centeries)	(harmann) prediction where	(Anmount)
Ose circuit recinity acs	(one sentence) recuirg, universal	(illay of oile of two sellicities)	(Paragraph) production, where	(Paragrapii) quote tire ney
	word (all, every, world, etc.); or	exclamation, give the reader	to find out more, circle back to	person in the piece, draw an
	question	advice; make a comparison; and	the hook	analogy or conclusion from the
		remind reader of an important		ideas in the piece, remind the
		idea or fact in the paper		reader of main points in paper
				over three pages long

Composing Skills
All descriptive writing composing skills apply to expository writing and can be used as review Target Skills during genre pieces. Composing skills that are especially effective for literature response pieces are:

Sentence variation	extend sentences with when and where phrases, ask a question	combine or extend sentences with when, where, why, and how phrases; revise for repetitive sentence starts	use compound sentences;, combine or extend sentences with <i>which one</i> phrases; use contrast (antonyms in one sentence)	start sentences with a gerund; use and place short sentences for impact; vary placement of clauses and phrases—start, middle, or end	Guide
Make comparisons	er, est, simile using like or as	just like, it reminds me of, the same as but,	sothat; analogy; metaphor; personification	same as fluent	

Information–Literature Response Piece	Video #	Teaching the Youngest Writers Building a Writing Community	Building a Writing Community
Pre-write for a literature response	4	110-111	13-15
Plan a literature response	4	110-111	13-15
Write a literature response	4	110-111	13-15
Use beginning techniques	7	107	60-61
Write introductory paragraph	7		168-169
Use ending techniques	7 & 14	108	60-61
Sentence variation	9 & 13	56, 124-127	83, 105-106
Make comparisons	8	97-99	162-164

3.29

# $\underset{\bigcirc}{\omega} \text{ Letter Writing Format Skills: Middle School }$

Letter writing is a format for writing, not a genre. A letter can be written in either narrative or expository genres. The purpose, audience and organization of the letter determines genre. Appropriate organizational and composing Target Skills should be selected for lesson planning and assessment based on the purpose of letter.

	Initial Writer	Developing Writer	Fluent Writer	Fluent Plus Writer
Format				
Write letters	n/a	friendly letter; thank-you note	friendly letter; thank-you note; business letter	friendly letter; thank-you note; business letter; letter-to-editor
Friendly letters and thank-you notes	n/a	date; greeting; body; salutation	same as developing	same as developing
Business letters	n/a	n/a	date, address, and return address; opening, body, closing	same as fluent
Letter to editor	n/a	n/a	n/a	date, address, and return address; regarding; opening; body; closing

## **Genre Target-Skills Extensions**

### Use text attributes when teaching to compare texts during a Comparison genre block.

### Text Attributes

- Physical (perceived visually): font, paragraph length, density, features...
- Structural (identified by reading): paragraph structures, sentence variation, verb tense, voice...
- · Writing Craft (identified by reading): strong verbs, literary devices, voice...
- Content (identified by reading): genre, information...

### Use this extensive list of supporting details when teaching any Expository genre.

- + Facts
- Specific or concrete examples
- Descriptive details
- Authoritative quotes or testimonials
- Anecdotes (narrative vignettes)
- Statistics or numbers
- Definitions
- Empirical evidence
- Self-evident truths
- Comparisons or analogies
- Specificity
- + Graphics (diagrams, graphs, maps, tables, matrix, charts, bulleted lists, timelines)

# Use the Persuasive writing extensions when teaching a Persuasive genre block.

### Dramatize the facts:

- + People-oriented
- Now-oriented
- Strong comparisons
- · Striking statistics

### Best approaches:

- · Recognize opposing position and challenge by pointing out logical errors or citing contrary facts
- · Appeal to common values, find common ground
- · Go from simple to difficult
- Use irrefutable facts
- Use case studies (narrative real-life examples)
- Reiterate ideas in a variety of ways

### Worst approaches:

- Scare tactics
- + Innuendo

- Character assassination
- + Lies
- Propaganda
- Empty promises
- Vague generalities
- Gross exaggeration (hyperbole)

### Word choice considerations:

- \* Audience: authorities, grownups, peers, voters, donors...
- Impact of words: People are getting hurt at that corner. vs. There is carnage at that corner.
- Connotative value of words: old geezer vs. senior citizen; computer nerd vs. computer genius; cook vs. chef

# Use these revision extensions continually as students compose any practice and genre pieces.

### Addition:

- Add dialogue tags in narratives
- Add supporting details
- · Add hooks and endings using various techniques

### Substitution and Deletion:

- + Judiciously substitute appropriate words for said in dialogue
- · Substitute strong verbs for weak verbs
- Substitute comparisons for weak adjectives
- Substitute specific nouns for general nouns (specificity)
- Substitute clue sentences for telling sentences to allow the reader to infer
- Substitute time transitions in narratives for Then and And then
- Change passive voice to active voice
- Use a thesaurus to find alternatives to overused words
- Delete non-sequiturs ("left field" sentences)

### Reorganization:

- Move non-sequiturs ("left-field" sentences) to a paragraph of related information
- Move sentences within a paragraph to improve the logical flow or impact
- Change the order of paragraphs to reflect importance and improve sequential logic

Teacher Name:		School Year/Quarter:	Grade: 6 7	8
Record date and lesson of	ode when teaching Target	Skills to track Target Skill Insti	ruction.	
Tracking Lesson Code:	I–Initial Lesson	F–Follow Up Lesson	R–Review Lesson	
Levels of Instruction:	A-Awareness Level	I–Instructional Level	M–Mastery Level	

# **Descriptive Writing Genre**

Level of Ins	truction (year end goal)	Date/Tracking Instruction Code
	Writing Craft Target Skills	
	Descriptive Writing: Organizational Target Skills	
AIM	Generates lists: create a web or outline	
AIM	Generate a thesis statement about a picture, tell what is happening in the picture: Use transition or cue words to demonstrate relationship between supporting details and provide logic and flow	
AIM	Use beginning techniques: hooks—idiom, names of famous people/places, anecdote, poem, setting	
AIM	Use ending techniques (paragraph): make a comparison, quoting key person in piece, draw an analogy or conclusion from ideas or examples in the piece, remind reader of main points only in pieces over three pages	
AIM	Use a consistent presentation format: scenic (central element out, top to bottom, foreground to background), portrait (facial features, then other attributes, physical then personality, and character, or the reverse), comparison	
	Descriptive Writing: Composing Target Skills	
AIM	Use strong verbs: use thesaurus and other resources to revise for stronger verbs, choose strong verbs connotative, emotive, or for alliterative value	
AIM	Use descriptive attributes: selects attributes based on usefulness in description	
AIM	Use specificity using common and proper nouns: (Cheerios® not cereal, oak not tree)	
AIM	Make comparisons: sothat, analogy, metaphor, personification	
AIM	Word choice for voice and reader engagement: choose words for connotative value or emotive values, impact, tone value, or expression of attitude	
AIM	Sentence variation: start sentences with a gerund, use and place short sentences for impact, vary placement of clauses and phrases–start, middle, or end	
AIM	Elaborate: description, clues to the reader for making inference: substitute clue sentences for telling sentences, replace dinky sentences	
AIM	Use definitions: explanation set off with commas or a dash, if x then y statement	

Teacher Name:		School Year/Quarter:	Grade: 6 7	8
Record date and lesson of	ode when teaching Target	Skills to track Target Skill Instr	ruction.	
Tracking Lesson Code:	I–Initial Lesson	F-Follow Up Lesson	R–Review Lesson	
Levels of Instruction:	A-Awareness Level	I–Instructional Level	M-Mastery Level	

# **Narrative Writing Genre: Personal Narrative**

Level of Instruction (year end goal)

Date/Tracking Instruction Code

2010111150	ruction (year end goal)	Date/ Hacking instruction code
	Personal Narrative: Organizational Target Skills	
AIM	Pre-write for personal narrative pieces: generate lists, sketch, brainstorm, and talk about events of the story orally	
AIM	Plan for personal narrative pieces: use graphic organizers—snake that ate the rat, timeline or storyboard; chronologically order/sequence the events; paragraph for change of time, place, major action, speaker, every six to eight lines if none of the former applies	
AIM	Write a personal narrative piece: write multi-paragraphed pieces with an introductory and ending paragraph about the focal event or theme	
AIM	Use beginning techniques: hooks-idiom, poem, names of famous people/places	
AIM	Write introductory paragraph: tell who, what, when, and where	
AIM	Use ending techniques directly related to the focal event (paragraph); make an analogy, state personal significance	
	Personal Narrative: Composing Target Skills	
AIM	Use dialogue tags: dialogue tags with stage directions (bellowed Tommy as he jumped off the dock)	
AIM	Use place and time transitions/cues (focus away from And then): place—under the bridge, at school, back at the ranch, in the back of the closet, along the wall, beyond the fence; time—suddenly, soon after, finally, meanwhile, later, in the morning, at once, afterward, later that evening	

Teacher Name:		School Year/Quarter:	Grade: 6	7	8
Record date and lesson c	ode when teaching Target	Skills to track Target Skill Insti	ruction.		
Tracking Lesson Code:	I–Initial Lesson	F–Follow Up Lesson	R-Review Lesson		
Levels of Instruction:	A–Awareness Level	I–Instructional I evel	M–Mastery I evel		

# **Expository/Informational Writing Genre**

Level of Instruction (year end goal)

Date/Tracking Instruction Code

Level of mist	ruction (year end godi)	Date/ Hacking instruction code
	Expository/Informational Writing: Organizational Target Skills	
AIM	Pre-write for expository pieces: use graphic organizers for cause and effect, problem and solution	
АІМ	Plan an expository piece: organize and order paragraphs; write topic sentences; determine paper focus (what do you want to tell your reader about the information or ideas); present information in a variety of paragraph structures—description, comparison, contrast, sequence, definition, general to specific, specific to general, parts to whole, cause and effect, question and answer, problem and solution	
AIM	Write an expository piece: write multi-paragraphed pieces with an introductory and ending paragraph	
AIM	Present information in a variety of paragraph structures: cause and effect, question and answer, problem and solution	
AIM	Use beginning techniques: hooks-idiom, poem, names of famous people/places	
AIM	Write introductory paragraph: give background information, set a tone, indicate subject's importance to reader, and define the topic	
AIM	Use ending techniques (paragraph): quoting the key person in the piece, drawing an analogy or conclusion from the ideas in the piece	
	Expository/Informational Writing: Composing Target Skills	
AIM	Sentence variation: start sentences with a gerund, use and place short sentences for impact, vary placement of clauses and phrases—start, middle, or end	
AIM	Embed definitions: if x then y statement	
AIM	Use a variety of transitions/cues: anadiplosis—I will tell you I am hungry, hungry enough to eat a horse.; cause and effect—as a result, because; emphasis—again, to repeat, for this reason, to reiterate	

Teacher Name:		School Year/Quarter:	Grade: 6 7	8
Record date and lesson c	ode when teaching Target	Skills to track Target Skill Instr	ruction.	
Tracking Lesson Code:	I–Initial Lesson	F-Follow Up Lesson	R-Review Lesson	
Levels of Instruction:	A-Awareness Level	I-Instructional Level	M-Mastery Level	

# **Expository/Informational Writing Genre: Procedural, How-To Piece**

Level of Instruction (year end goal)

Date/Tracking Instruction Code

Level Of IIIs	ridetion (year end goar)	Date/ Hack	ang mstruc	tion code
	Procedural, How-To Piece: Organizational Target Skills			
AIM	Pre-write for a procedural, how-to piece: sketch or list steps or directions; order steps or directions sequentially			
AIM	Plan a procedural, how-to piece: select presentation style of bulleted, numbered, lettered steps, or paragraph style; order steps for presentation; write topic sentences if writing in paragraph style; use consistent imperative verb statements for bulleted or numbered lists			
AIM	Write a procedural, how-to piece: write running paragraphed text with changes of action determining sequence of paragraphs			
AIM	Use beginning techniques: hooks-idiom, poem, names of famous people/places			
AIM	Write introductory paragraph: indicate its importance to the reader			
AIM	Use ending techniques (paragraph): draw an analogy or conclusion from the ideas in the piece			
	Procedural, How-To Piece: Composing Target Skills			
AIM	Use progression transitions/cues: use imperative verb tense; transitions/cues-before this, concurrently, consequently, previously, simultaneously, subsequently			
AIM	Sentence variation: start sentences with a gerund, use and place short sentences for impact, vary placement of clauses and phrases-start, middle, or end			
AIM	Embed definitions: if x then y statement			

Teacher Name:		School Year/Quarter:	Grade: 6 7	8
Record date and lesson c	ode when teaching Target	Skills to track Target Skill Insti	ruction.	
Tracking Lesson Code:	I–Initial Lesson	F–Follow Up Lesson	R-Review Lesson	
Levels of Instruction:	A–Awareness Level	I–Instructional Level	M–Mastery Level	

# **Expository/Informational Writing Genre: Comparison Piece**

Level of Instruction (year end goal)

Date/Tracking Instruction Code

	01 11150	ruction (year end god)	Butter Hucking Histraction Code
		Comparison Piece: Organizational Target Skills	
A I	M	Pre-write for a comparison piece: identify pairs to compare, select one pair from brainstormed list	
A I	M	Plan a comparison piece: Use Comparison Analysis Organizer to analyze similarities and differences of the pair attribute by attribute	
A I	M	Write a comparison piece: write multi-paragraphed comparison piece with an introductory and ending paragraph; consistent formatting in paragraph—present similarities first with differences following, or by similarities and differences explored per attribute or group of related attributes	
A I	M	Use beginning techniques: hooks—sentence fragments, contrast, riddle, homily, alliterative phrase, quotations, exaggeration (hyperbole), play on words (pun), anecdote (narrative vignette), idiom, poem, names of famous people/places	
A I	M	Write introductory paragraph: give background information, define the topic, indicate its importance to reader, tell how you feel about the comparison, and tell how you got interested in the comparison	
A I	M	Use ending techniques (paragraph): prediction, where to find out more, circle back to the hook, remind the reader of main points in paper over three pages long, quoting the key person in the piece, drawing an analogy or conclusion from the ideas in the piece	
		Comparison Piece: Composing Target Skills	
A I	М	Use contrast: use contrast for text structure, antonyms in one sentence or throughout the entire paragraph	
A I	M	Use comparison transition/cue words: like, unlike, both, similar, different, in contrast, on the other hand, likewise, by the same token	

Teacher Name:		School Year/Quarter:	Grade: 6 7	8
Record date and lesson c	ode when teaching Target	Skills to track Target Skill Instr	ruction.	
Tracking Lesson Code:	I–Initial Lesson	F-Follow Up Lesson	R-Review Lesson	
Levels of Instruction:	A-Awareness Level	I-Instructional Level	M-Mastery Level	

# **Expository/Informational Writing Genre: Opinion Piece**

Level of Instruction (year end goal)

Date/Tracking Instruction Code

Level of illst	ruction (year end goar)	Date/ Hacking Histruction Code
	Opinion Piece: Organizational Target Skills	
AIM	Pre-write for an opinion piece: generate lists, charts or graphs, sketch, brainstorm, research, and talk about the material	
AIM	Plan an opinion piece: organize and order paragraphs, write topic sentences, determine paper focus (what do you want to tell your reader about the information or ideas)	
AIM	State an opinion: write a declarative sentence for statement of opinion	
AIM	Present information in a variety of paragraph structures: cause and effect, question and answer, problem and solution	
AIM	Write an opinion piece: write multi-paragraphed pieces with introductory and ending paragraphs	
AIM	Use beginning techniques: hooks-idiom, poem, names of famous people/places	
AIM	Write introductory paragraph: indicate the importance to the reader	
AIM	Use ending techniques (paragraph): quoting the key person in the piece, drawing an analogy or conclusion from the ideas in the piece	
	Opinion Piece: Composing Target Skills	
AIM	Use supporting details specific to opinion piece: authoritative quotes, empirical evidence, self-evident truths, specificity	
AIM	Sentence variation: start sentences with a gerund, use and place short sentences for impact, vary placement of clauses and phrases—start, middle, or end	
AIM	Embed definitions: if x then y statement	
AIM	Use a variety of transitions/cues: anadiplosis—I will tell you I am hungry, hungry enough to eat a horse.; cause and effect—as a result, because, emphasis—again, to repeat, for this reason, to reiterate	

Teacher Name:		School Year/Quarter:	Grade: 6	7	8
Record date and lesson c	ode when teaching Target	Skills to track Target Skill Insti	ruction.		
Tracking Lesson Code:	I–Initial Lesson	F–Follow Up Lesson	R-Review Lesson		
Levels of Instruction:	A–Awareness Level	l-Instructional Level	M-Mastery Level		

# **Narrative Writing Genre: Fictional Narrative Piece**

Level of Instruction (year end goal)

Date/Tracking Instruc

Lev	/el	of Inst	ruction (year end goal)	Date/Tracking Instruction Code
			Fictional Narrative: Organizational Target Skills	
А	I	М	Pre-write for fictional narrative pieces: generate lists, sketch, brainstorm, and talk about events of the story orally	
А	I	М	Plan for fictional narrative pieces: use graphic organizers—"snake that ate the rat", time line or storyboard; chronologically order/sequence the events; paragraph for change of time, place, major action, speaker, every six to eight lines if none of the former applies	
А	I	M	Write a fictional narrative piece: write multi-paragraphed pieces with an introductory and ending paragraph about a series of events	
А	I	М	Use beginning techniques (first liners): a letter or note, a prologue telling of an event in the past that sets up the story; combinations of the former	
Α	I	М	Write introductory paragraph: tell who, what, when, and where	
Α	I	М	Develop the plot: crime and punishment/mystery and solution, character vs. nature (survival), boy meets girl (problem and solution)	
А	I	М	Develop a theme considering a main character's motive (love, greed, revenge, hate, jealousy, power): love conquers all, crime doesn't pay, good deeds are rewarded, some things are worth fighting for, etc	
Α	I	Μ	Resolve the plot: foreshadowing the future	
Α	I	М	Use ending techniques (paragraph): make an analogy, state personal significance	
			Fictional Narrative: Composing Target Skills	
Α	I	М	Use dialogue tags: dialogue tags with stage directions (bellowed Tommy as he jumped off the dock)	
Α	I	М	Use purposeful dialogue: reveal character traits through dialogue (school yard bully—"Give me your lunch money or I'll punch you out," murmured the meanie.), advance the plot (pair of characters progression or action progression)	
А	I	М	Use place and time transitions/cues (focus away from And then): place—under the bridge, at school, back at the ranch, in the back of the closet, along the wall, beyond the fence; time—suddenly, soon after, finally, meanwhile, later, in the morning, at once, afterward, later that evening	
Α	I	М	Develop the main character: tell what he/she thinks, tell what other characters say about the character	
А	ı	М	Develop the setting: describe the physical characteristics of setting (time and place) allowing for reader inference, create mood	

AIM	Create tension: reader is in on a secret the character doesn't know, anticipation of a major scene		
AIM	Use literary devices (specific for fictional narrative): foreshadowing, flashback, and irony		

Teacher Name:		School Year/Quarter:	Grade: 6	7	8
Record date and lesson of	ode when teaching Target	Skills to track Target Skill Insti	ruction.		
Tracking Lesson Code:	I–Initial Lesson	F–Follow Up Lesson	R–Review Lesson		
Levels of Instruction:	A–Awareness Level	I–Instructional Level	M–Mastery Level		

# **Expository/Informational Writing Genre: Persuasive Piece**

Level of Instruction (year end goal)

Date/Tracking Instruction Code

Lev	'el	of Inst	ruction (year end goal)	Date/Tracking Instruction Code
			Persuasive Piece: Organizational Target Skills	
Α	I	M	Pre-write for a persuasive piece: generate lists, charts or graphs, sketch, brainstorm, research, and talk about the material	
Α	I	M	Plan a persuasive piece: choose a topic; sort words, ideas or arguments to form paragraphs; name the rationale for each clump; write topic sentences from sorting rationale; order paragraphs or arguments for presentation; determine paper focus (what do you want to tell your reader about the information or ideas); presentation forms—letter to editor, business letter, poem, article, debate	
Α	I	M	Write a persuasive piece: write multi-paragraphed pieces using three part format of statement, argument(s), clincher	
Α	I	M	Write to state a position or a thesis specific to persuasive piece: write a thesis or position statement	
Α	I	М	Use beginning techniques: hooks—sentence fragments, contrast, riddle, homily, alliterative phrase, quotations, exaggeration (hyperbole), play on words (pun), anecdote (narrative vignette), idiom, poem, names of famous people/places	
А	I	М	Write introduction for persuasive piece: state your position or thesis and acknowledge the opposition view or position; give background information; define the topic	
Α	I	M	Write conclusion for persuasive piece: use clincher (save best argument for last)	
Α	ı	M	Use ending techniques (paragraph): prediction, where to find out more, circle back to the hook, remind the reader of main arguments in paper over three pages long, quoting the key person in the piece, drawing an analogy or conclusion from the ideas in the piece	
			Persuasive Piece: Composing Target Skills	
Α	ı	М	Write arguments for specific to persuasive piece: scientific facts, appeal to shared values (liberty, independence, justice, responsibility, achievement, industry, safety) and common goals, benefits to audience (health, wealth, status), emotions, and vanity; sequence arguments saving the strongest for last	
Α	I	М	Support arguments with supporting details specific to persuasive pieces: authoritative quotes, empirical evidence, self-evident truths, specificity	

AIM	Sentence variation: start sentences with a gerund, use and place short sentences for impact, vary placement of clauses and phrases–start, middle, or end		
AIM	Embed definitions: if x then y statement		
AIM	Use a variety of transitions/cues: anadiplosis—I will tell you I am hungry, hungry enough to eat a horse.; cause and effect—as a result, because, emphasis—again, to repeat, for this reason, to reiterate		

Teacher Name:		School Year/Quarter:	Grade: 6	7	8
Record date and lesson c	ode when teaching Target	Skills to track Target Skill Insti	ruction.		
Tracking Lesson Code:	I–Initial Lesson	F–Follow Up Lesson	R-Review Lesson		
Levels of Instruction:	A–Awareness Level	I–Instructional I evel	M–Mastery I evel		

# **Expository/Informational Writing Genre: Literature Response**

Level of Instruction (year end goal)

Date/Tracking Instruction Code

Teacher Name:		School Year/Quarter:	Grade: 6 7	8
Record date and lesson c	ode when teaching Target	Skills to track Target Skill Insti	ruction.	
Tracking Lesson Code:	I-Initial Lesson	F–Follow Up Lesson	R–Review Lesson	
Levels of Instruction	A–Awareness Level	I–Instructional Level	M–Mastery Level	

# **Apply to All Writing Genres and Grade Levels**

Level of Instruction

Lev	⁄el	of Inst	ruction	Date/Tracking Instruction Code
			Convention Target Skills	
Α	I	M	Name, date and genre on paper	
Α	I	М	Use a capital letter to begin and correct punctuation of ?, ! or period to end each sentence	
Α	I	M	Use capital letters correctly	
Α	I	М	Apply spelling rules to approximate unknown words; use a variety of resources to edit for words when writing is complete	
Α	I	M	Use a variety of resources to edit writing for grade level spelling standards and content words	
Α	I	M	Use beginning paragraph indentation	
Α	I	M	Use series of commas to punctuate lists in text	
Α	I	M	Use quotation marks and comma in dialogue	
Α	ı	М	Use colons	
Α	ı	М	Use dash	
Α	ı	M	Use semi-colon	
Α	I	М	Use italics	
Α	ı	М	Use parentheses	
Α	I	М	Use advanced uses of comma: introductory clauses, non adjective clauses, direct address, parenthetical, appositive commas	
Α	I	M	Use who/whom and other relative pronouns correctly in context	
Α	I	M	Use antecedent/pronoun agreements correctly in context	
Α	I	M	Use irregular verbs correctly in context	
Α	ı	М	Use conditional tenses correctly in context	
			Writing Process Target Skills	1 1
Α	I	М	Pick a topic based on personal expertise/interest inventory, class theme, assignment, or prompt	
Α	Ī	Μ	Determine who the reader is and write for the reader; determine purpose	

AIM	Write for a variety of purposes
AIM	Share writing in whole group and peer conferencing
AIM	Peer conferencing: tell your partner what your Target Skill is; tell what your peer partner wrote; connect to text of peer writer and compliment his use of a Target Skill
AIM	Revise to Target Skill by adding (use a carat ^), substituting and deleting (repetitious words and left field sentences);
AIM	Use a thesaurus for substitutive revisions
AIM	Peer conference – make comments about clarity and interest; help partner achieve use of Target Skill(s) for piece
AIM	Use text features in writing: charts, diagrams, headings, captions, Table of Contents, glossary, index
AIM	Edit piece for publication using appropriate Conventions
AIM	Use rubric to self-evaluate

# **Apply to Any Writing Genre: Letter Formats**

	Letter Writing: Format Target Skills		
AIM	Write letters: friendly letter, thank-you note, business letter, letter to editor		
AIM	Friendly letters and thank-you notes: date, greeting, body, salutation		
AIM	Business letters: date, address, and return address; opening, body, closing		
AIM	Letter to editor: date, address, and return address; regarding, opening, body, closing		

# Application of Target Skills by Genre Block: Class Roster MIDDLE SCHOOL

Teacher Name:			School Year:			Quarter:(circle) 1st 2nd 3rd 4th				
Levels of Student Application:  3 - Creatively and competently applies Target Skill in writing  2 - Competently applies Target Skill in writing  1 - Attempts to apply Target Skill in writing  0 - Does not attempt Target Skill in writing  Record Writing Craft Target Skills being assessed and the students' level of					]	Genre(s):  Descrip  Narrativ  Exposit	/e:			
Record writing Craft ranget skills being	assesse	d and th	estuden	its level (	от арри	Cation				
Student Name										

Teacher :				Gr	rade Level: <u>6-8</u> Marking Period: (1st) 2 <sup>nd</sup> 3 <sup>rd</sup> 4 <sup>th</sup>		
Target Skil	: Contrast	in Structure		Level of	of Instruct: Awareness Instructional X Mastery		
Type of Less	on:	<b>X</b> Initial	☐ Follow–up	□Asses	ssment Review		
	Fechnique:	☑ Literature I ☐ Interactive  et Skill can be	Writing $\square$ G	ral Practice uided Writ			
			- upp =p				
Before	needs  Select app model and Prepare te Plan Think Writers use important re Contrast is a writing. It ca complete pic Antonyms is	oropriate teaching loral practice aching technique Aloud Teacher Taccontrast to empledationship. It also seed with both even also be a technice.		an ow nicely. rative at of a	Materials: Pictures for oral practice and picture frenzy Picture model shows cute baby smiling Photographs  Literature Models: Big Tracks, Little Tracks by Millicient E. Selsam Through Grandpa's Eyes by Patricia MacLachlan Twilight Comes Twice by Ralph Fletcher		
	□ Establishe reader: Orga	s or reviews–Hov unize the text so	ill–contrast in stru v the Target Skill h that the reader rer nt. Provides the rea	elps the nembers	<ul> <li>Flash several pictures and have students create a sentence or several sentences showing contrasting structure using antonyms.</li> </ul>		
During	structure.  Provides of Tries It Out models. Providents.  List possil  Use picture sentence of structure.	r reviews literary using teaching t ick out examples ole antonyms to re prompts for or r a few sentences	and student example chnique— Share of contrast with the used on chart paral practice to create that display contracts that display contracts that he sure has a	nples literature he aper. te a			
During	structure.  Provides of Tries It Out models. Providents.  List possil  Use picture sentence of structure.	r reviews literary using teaching t ick out examples ole antonyms to re prompts for or r a few sentences	and student exame chnique— Share of contrast with the used on chart practice to creat that display contracts	nples literature he aper. te a	Students		

Teacher: Grade						Level: 6-8 Marking Period: (1st) 2 <sup>nd</sup> 3 <sup>rd</sup> 4 <sup>th</sup>			
Target Skil	l: Contrast	in Structure		1	Level of Instr	uct: 🗆 Awaren	ess 🗆	Instructional <b>X</b> Mastery	
Type of Less	on:	□Initial	<b>⊠</b> Follov	w-up	Assessmen	t 🗆 Revie	W		
Teaching <sup>1</sup>	Technique:	☐ Literature I☐ Interactive			al Practice ided Writing	<b>X</b> Modeled W □ Parallel Wri		<b>☒</b> Shared Writing	
Genres to v	which Targ	et Skill can b	e applied	l: Expo	ository (can b	e applied to a	ny ger	nre)	
	□ Assess stu	udents' writing to	determine	instructi	on needs	Materials:			
		oropriate teachin				Expository piec	e		
Before	□ Plan Think Writers use relationship with both estechnique for might look spores. Anim Animal Live	eaching technique Aloud Teacher To expository and na por the format of a like: Living thingmals lay eggs or haves)	nlk during le hasize, or to riting flow a rrative writ a complete p s reproduce. ve live youn	o show a nicely. C ing. It ca piece. In Plants m g. (Marc	ontrast is used in also be a expository it take seeds or ia Freeman,	Through Grand	le Track oa's Eye	es by Millicient E. Selsam es by Patricia MacLachlan by Ralph Fletcher	
	Teacher					Student			
During	revision skill  Establisher reader: Org comprehence  Provides of sample of skill. Expl  Using a se responsibit where app	es or reviews–How anize the text so ds the content. Por reviews literary t using teaching an expository pilain that this is a econd student sa- dity with the stud- propriate placeme	w the Target that the rea rovides the and studer technique – ece model o structural v mple, share dents. Have	t Skill he der rem reader w nt examp - Using a contrast way to el the revis student	lps the embers and vith structure. ples a student as a revision aborate.	– Participate by	sharir	ng revision responsibilities.	
	Teacher	ng the sample.				Students			
		ces with individu	al students				Apply T	arget Skill–Revise using	
After	□ Plans next current mini Follow up o piece indepe the Target S	th a small group t mini-lesson base i-lesson and stude n day 3—Have st endently (promp Skill of contrast ( literature model	ents' indepe udents writ ted or pictu antonyms).	ndent w e an exp ire-prom	ritings ository apted) using	contrast as the previously done	target s :. er confe	kill an expository piece erence and report back the	

Teacher :	Grade Level: <u>6-8</u> Marking Period: 1 <sup>st</sup> (2 <sup>nd</sup> )3 <sup>rd</sup> (4 <sup>th</sup>					
Target Skill:	Quotation as Hook Level of	of Instruct: Awareness Instructional X Mastery				
Type of Lesso	on: ☒ Initial ☐ Follow–up ☐ Ass	essment				
Teaching To	echnique: X Literature Model X Oral Pract ☐ Interactive Writing ☐ Guided W					
Genres to w	hich Target Skill can be applied: Any					
Before	□ Assess students' writing to determine instruction needs □ Select appropriate teaching technique—literature model and oral practice □ Prepare teaching technique model □ Plan Think Aloud Teacher Talk during lesson  To hook the reader, writers may start with a quotation (expository or narrative). It could be a character speaking or a quote having to do with the subject matter or from an expert.	Materials: As many literature models a possible for oral practice.  Literature Models: Earrings by Judith Viorst Flossie and the Fox by Pat McKissack A Picture Book of Davy Crockett by David Adler Bigmama's by Donald Crews Daisy and the Egg by Jane Simmons Sunken Treasure by Gail Gibbons The Day Jimmy's Boa Ate the Wash by Trinka Hakes Nobel				
	Teacher	Student				
During	□ Labels or reviews Target Skill–quotation as hook (see above description) □ Establishes or reviews–How the Target Skill helps the reader: Engage the readerKeeps the reader awake and allows them to make a connection to themselves □ Provides or reviews literary and student examples □ Tries It Out using teaching technique Share several examples from familiar literature models using quotations as hooks. Then post some examples of different types of quotations used as hooks. For oral practice, use the front cover of several books and have students come up with quotation hooks they think would be appropriate to go with the title and book cover. Share the author's choice and make comparisons.	<ul> <li>Students will participate orally in creating quotation hooks by looking at the front cover of several literature models. They will also participate by creating a quotation hook chart of different types of examples as determined by the practice genre.</li> </ul>				
	Teacher	Students				
After	☐ Conferences with individual students ☐ Meets with a small group ☐ Plans next mini-lesson based on notes and observations from current mini-lesson and students' independent writings	<ul> <li>□ Practice and Apply Target Skill</li> <li>□ Respond</li> <li>- Add any new found quotation hook examples to the chart from independent reading.</li> </ul>				

Teacher :	Grad	le Level: <u>6-8</u> Marking Period: 1 <sup>st</sup> (2 <sup>nd</sup> ) 3 <sup>rd</sup> 4 <sup>th</sup>
Target Skill:	Quotation as Hook Level of Ins	struct: Awareness Instructional <b>X</b> Mastery
Type of Lesso	on:	ssment   Review
Teaching To	echnique: ☐ Literature Model ☐ Oral Practice☐ Interactive Writing ☐ Guided Writing	☑ Modeled Writing ☐ Shared Writing ☐ Parallel Writing
Genres to w	hich Target Skill can be applied: Any	
Before	□ Assess students' writing to determine instruction needs □ Select appropriate teaching technique—modeled writing □ Prepare teaching technique model □ Plan Think Aloud Teacher Talk during lesson  To hook the reader, writers may start with a quotation (expository or narrative). It could be a character speaking or a quote having to do with the subject matter or from an expert.	Materials: Ranger Rick magazines Picture model shows winter scene Photographs
	Teacher	Student
During	□ Labels or reviews Target Skill-quotation as hook (see above description) □ Establishes or reviews-How the Target Skill helps the reader: Engage the readerKeeps the reader awake and allows them to make a connection to themselves □ Provides or reviews literary and student examples □ Tries It Out using teaching technique Share several examples from Ranger Rick magazines. Explain how quotations are engaging ways a writer can hook you into expository texts. Choose a picture you could write an expository text about (similar to RR articles) and model using a quotation as a hook.  Model: Grandpa says, "Winter is the most beautiful season of they year." I am not so sure, but a mountainside full of snow-covered trees is quite a sight. Winter is an interesting time of year though. It is as if everything takes a break. Animals hibernate, plants and trees rejuvenate, and people hide out at home to relax and enjoy the winter holidays and the warm indoors	
	Teacher	Students
After	☐ Conferences with individual students ☐ Meets with a small group ☐ Plans next mini-lesson based on notes and observations from current mini-lesson and students' independent writings	<ul> <li>□ Practice and Apply Target Skill</li> <li>- Independent writing done with pictures (stand alone or from RR magazines.) Use a quotation as a hook.</li> <li>□ Respond</li> <li>- Peer conference and share in author's chair. Students report back the quotation hook they heard as well as any other Target Skills worked on recently.</li> </ul>

Teacher :		Grade Level: <u>6-8</u> Marking Period: 1 <sup>st</sup> (2 <sup>nd)</sup> 3 <sup>rd</sup> 4 <sup>th</sup>						
Target Skill:	<b>Target Skill:</b> Quotation as Hook  Level of Instruct: □ Awareness □ Instructional ☒ Mastery							
Type of Lesso	on: ☐ Initial	Assessment Review						
Teaching To	<b>Teaching Technique:</b> ☐ Literature Model ☐ Oral Practice ☐ Modeled Writing ☐ Shared Writing ☐ Interactive Writing ☐ Guided Writing ☐ Parallel Writing							
Genres to w	hich Target Skill can be applied: Any							
Before	□ Assess students' writing to determine instruction needs □ Select appropriate teaching technique □ Prepare teaching technique model □ Plan Think Aloud Teacher Talk during lesson  To hook the reader, writers may start with a quotation (expository or narrative). It could be a character speaking or a quote having to do with the subject matter or from an expert.	Materials: Ranger Rick magazines Picture model shows Appalachian foothills Photographs						
	Teacher	Student						
During	□ Labels or reviews Target Skill—quotation as hook (see above description) □ Establishes or reviews—How the Target Skill helps the reader: Engage the readerKeeps the reader awake and allows them to make a connection to themselves □ Provides or reviews literary and student examples □ Tries It Out using teaching technique Have students write simultaneously as you prepare a model for them. Review the hook technique, but have the students write using a picture prompt if desired at the same time as the model is being prepared.  Model: "Rocky Top, you'll always be home sweet home to me" Tennessee's theme song will be something I never forget. Growing up in TN and having a sister whose alma matter is University of Tennessee, the song will forever be memorable. The foothills of the Appalachian Mountains are breathtaking on a crisp autumn day.	– Students will also write to this picture, a picture of their choosing, a RR magazine picture, or from their own thoughts as the model writing is being prepared.						
	Teacher	Students						
After	☐ Conferences with individual students ☐ Meets with a small group ☐ Plans next mini-lesson based on notes and observations from current mini-lesson and students' independent writings	<ul> <li>□ Practice and Apply Target Skill</li> <li>− Parallel writing</li> <li>□ Respond</li> <li>− Peer conference and share in Author's Chair. Students report back the quotation hook they heard as well as any other Target Skills worked on recently.</li> </ul>						

Teacher: Grade Level: 6-8						l: <u>6-8</u> Ma	arking F	Period: 1st 2nd (3rd) 4th	
<b>Farget Skill:</b> <i>Ending (circle back to hook)</i> Level of Instruct: ☐ Awareness ☐ Instructional ☒ Mastery									
<b>Type of Lesson:</b>						nent	□Revie	€W	
<b>Teaching Technique:</b> ☐ Literature Model ☐ Oral Practice ☐ Modeled Guided Writing ☐ Parallel W						Parallel Wr	iting	☐ Shared Writing	
Genres to w	/hich Targo	et Skill can	be applied	d: Per	sonal Narra	itive (co	an be app	lied to	any genre)
Before	□ Select ap writing □ Prepare to □ Plan Thin. When a wr piece are sin answer a qu Models to b Cobwebs in (crosshairs Ending (circap off. Personal na Revise the chook, chara	udents' writing propriate teach eaching technick Aloud Teacher iter chooses the milar. The enduestion raised be used: Cobwe your telescope? in telescopes arcle back) Cobwerrative modelending so that acter, etc)	que model r Talk during is technique ing hook can by the begins by to Crossha Could be no rticle)  webs in your to tuse a studer	lesson  , the ence allude to ning or in this by Co matter elescope?	ding and the best of the beginning the piece its Carol Ann Mohow often you be Not likely under the of a person	peginnin ing/intro self. orhead. dust less you l	g of a oduction,  First line:  eft the lens  ive.	Moorh Literatu What I By Frai Comet': Monar "Cobw Section	at sample head example on board  ure Models: Happened to the Dinosaurs? hklyn M. Branley s Nine Lives by Jan Brett ch Butterflies by Gail Gibbons ebs to Crosshairs," see h 2, Visual 48
	Teacher							Stude	ent
During	of personal  Established text so that reader with  Provides  Tries It Ou	or reviews liter It using teachir	ke that ate the theology of the that are the theology of the t	ne rat…l et Skill h compre ent exar	beginning, mi nelps the read thends the con mples—see rev	ddle, and er: Orga ntent. Pr	d end) nize the rovides the odel above		
	<ul> <li>Share literature models and write out the Moorhead model as you discuss the new technique for ending a piece.</li> <li>Revise a student example so that the ending reflects a circle back to the hook technique.</li> </ul>								
	Teacher							Stude	ents
After	☐ Meets wit	ces with indivi th a small grou It mini-lesson b students' indep	p ased on note	s and ob	oservations fro	om curre	nt mini-	□ Resp - Can in tex	you think of any examples its you have recently read model circle back to the hood

Teacher :	Grac	ide Level: <u>6-8</u> Marking Period: 1 <sup>st</sup> 2 <sup>nd</sup> (3 <sup>rd</sup> ) 4 <sup>th</sup>					
Target Skill	: Ending (circle back to hook) Level of In	struct: 🗆 Awareness 🗆 Instructional 🔀 Mastery					
Type of Less	on: ☐ Initial	nent 🗆 Review					
Teaching T	echnique: ☐ Literature Model ☐ Oral Practice ☐ Interactive Writing ☐ Guided Writing	☐ Modeled Writing ☐ Shared Writing ☐ Parallel Writing					
Genres to which Target Skill can be applied: Personal Narrative (can be applied to any genre)							
Before	□ Assess students' writing to determine instruction needs □ Select appropriate teaching technique—literature model and interactive writing □ Prepare teaching technique model □ Plan Think Aloud Teacher Talk during lesson  When a writer chooses this technique, the ending and the beginning of a piece are similar. The ending hook can allude to the beginning/introduction, answer a question raised by the beginning or in the piece itself.  Write with the students (teacher and students scribe) a personal narrative about a recent experience shared.  (Field trip, guest speaker, assembly, current event, etc.)	Literature Models: What Happened to the Dinosaurs? By Franklyn M. Branley Comet's Nine Lives by Jan Brett Monarch Butterflies by Gail Gibbons					
	Teacher	Student					
	□ Labels or reviews Target Skill—Circle back to the hook. Review the concept of personal narrative (snake that ate the ratbeginning, middle, and end) □ Establishes or reviews—How the Target Skill helps the reader: Organize the text so that the reader remembers and comprehends the content. Provides the reader with structure. □ Provides or reviews literary and student examples—see revision model above □ Tries It Out using teaching technique	– Students are participating in the interactive writing about last week's guest speaker.					
During	Model: Can you believe the size of that python? Our guest speaker last Friday was quite interesting. I knew we were going to have fun and learn a lot when the Tupperware boxes started rolling in on carts into the cafetorium. One by one the zookeeper began to pull out animals. He started with the furry, cuddly creatures. By the end, out came the reptiles. Boy did that make the hair on the back of my neck stand up. I was petrified when the king snake and python were pulled from their pillowcases. Being a zookeeper from the Lowry Park Zoo must be a very exciting job. I however, would never want to carry around that super, slithering, suffocating snake.						

	Teacher	Students
After	☐ Conferences with individual students ☐ Meets with a small group ☐ Plans next mini-lesson based on notes and observations from current mini-lesson and students' independent writings	<ul> <li>□ Practice and Apply Target Skill</li> <li>- Independent writing–personal narrative (could be guest speaker if wanted)–Circle back to the hook ending.</li> <li>□ Respond</li> <li>- Peer conference and share in the Author's Chair.</li> <li>Remember this is a good review of different types of beginnings as well, considering the two should mirror one another.</li> </ul>

Teacher :				Grade	e Leve	l: <u>6-8</u> Marking	Period:1st 2nd	3rd (4th)
Target Skill: Type of Lesso		atement (Prove		Level of Ins		☐ Awareness ☐ Review	□Instructional	<b>☒</b> Mastery
Teaching To	echnique:	X Literature M ☐ Interactive V		Oral Practice Guided Writing		Modeled Writing Parallel Writing	☐ Shared Writ	ing
Genres to w	hich Targe	et Skill can be	applied: <i>E</i>	xpository (Opi	nion)			
Before	<ul> <li>Review w picture-pr</li> <li>Select app</li> <li>Prepare to the thesis</li> <li>Model with the picture my thesis s</li> <li>Select ph</li> </ul>	udents' writing to or hy photo selection rompted writing propriate teaching eaching technique we paragraphs from statement and horiting using picture k Aloud Teacher Tabud on selecting produces the picture statement	n is importang technique emodel m literature mw the author re-prompted with during lesson hoto do I know evidence t	odels, identify 'proved it" vriting on now enough about hat I can prove of	Litera Range Anim	ocards ture Models: er Rick magazines al Dads by Sneed	B. Collard III ifer Blizin Gillis (R	.ourke)
	the chimney (See Building a Writing Community pages 165-168)  Teacher				Stud	lont		
							. 11	
During	<ul> <li>☑ Establishe</li> <li>"Thesis stat going to be</li> <li>☑ Provides o</li> <li>☑ Tries It Ou</li> <li>— Picture-p</li> <li>The people outside.</li> <li>— Prove It</li> <li>"There is a out of the outoitating</li> </ul>	reviews Target Skies or reviews-How tements tell your reabout or what your reviews literary it using teaching to brompted modeled inside the cabin at a fire in the fire placehimney and there the electricity is on	the Target Ski reader what you think." and student of echnique d writing re warm even to the because I see our lights in the	Il helps the reader: our paragraph is examples shough it is cold	aski	ng teacher to"Pro	tatement in model	writing and
	Teacher				Stud	lents		
After	☐ Meets wit ☑ Plans next from curren	ces with individua th a small group t mini-lesson base t mini-lesson and : ral picture-promp	d on notes and students' inde	pendent writings	– Ha scien ⊠ Res – Kne	nce learning log ponse	rget Skill thesis statement as g thesis statements	,

Teacher : Grad					e Level: 6-8 Marking Period: 1st 2nd 3rd 4th				
Target Skill		atement (Prove It) □ Initial 🔀 F	Level				☐Instructional	<b>X</b> Mastery	
Teaching Technique:			l <b>⊠</b> Oral Prac	tice	□м	lodeled Writing	☐ Shared Writ	ing	
Genres to w	hich Targo	et Skill can be app	olied: Expositor	y (Opin	ion)				
Before	Review w picture-pi   Select app       Prepare to - Review m - Read a fe the thesis - Oral prace       Plan Think (supporting - Do two each of the the besis - Do two each of the thesis - Supporting (supporting - Do two each of the thesis - Do two each of the two each of the thesis - Do two each of the two each	udents' writing to deter why photo selection is in rompted writing propriate teaching tech eaching technique mon model writing from yest we paragraphs from lite statement and how the ctice using photocards is Aloud Teacher Talk du ues it's easier to think of ing details) first before examples whole group ( ave students work in the	mportant when doing nnique del terday erature models, iden e author "proved it" ring lesson f your evidence you say a thesis state (thesis statement, Pi	tify ement	Ranger Anima	cards ure Models: r Rick magazines al Dads by Sneed	B. Collard III ifer Blizin Gillis (F	Courke)	
	practice. (See Building a Writing Community, pages 165-168)					ont.			
	Teacher				Stude				
During	<ul> <li>☑ Establishe</li> <li>"Thesis stat going to be</li> <li>☑ Provides o</li> <li>☑ Tries It Ou</li> <li>— Picture-p</li> <li>— After stud</li> </ul>	reviews Target Skill—Tes or reviews—How the seements tell your reade about or what you this or reviews literary and it using teaching technorompted oral practice dents have practiced, restatements	Target Skill helps the i r what your paragra nk." student examples ique whole group and tri	reader:		ening for thesis sing teacher to "Pro	tatement in model ve It"	writing and	
	Teacher				Stude	ents			
After	☐ Meets wit  ☑ Plans nex from curren  — Use pictu in next les  — Have stu	ces with individual stud th a small group t mini-lesson based on it mini-lesson and stude ire-prompted writing to sson dents select a photocar for use in thesis writing	notes and observation of the control	ons ritings ments	– Have readi ⊠ Resp – Knee	ing learning log oonse	rget Skill thesis statement as g thesis statements	·	

Teacher : Grade L					vel: <u>6-8</u> Markin	g Period: 1st 2nd	3rd (4th)
Target Skill: Thesis Statement (Prove It)       Level of Instruction         Type of Lesson:       ☐ Initial       ☒ Follow-up (3)       ☐ Assessment			t: □ Awareness □ Instructional <b>X</b> Mastent □ Review				
Teaching T	echnique:	☑ Literature Model ☐ Interactive Writin	□ Oral F g □ Guide		☐ Modeled Writin 【 Parallel Writing	g □Shared Writ	ing
Genres to w	hich Targ	et Skill can be app	lied: Exposi	tory (Opinior	n)		
Before	- Model so just right - Review T Select ap Select ap Prepare t - Review e - Parallel p Plan Thin - Use pictu - Humm, v colors as le - I know m nature Model so (See Buildin	udents' writing to determine the counding through words for the message, circle to the counding technique mode examples from yesterday of ture-prompted writing the Aloud Teacher Talk during of squirrel in leaves what evidence do I see it eaves, hard to see squirrel by thesis statement is going ounding through words and a Writing Community	that are difficul he word to chec nique lel g thesis statem ing lesson n this picture? S g to be about can and circling the	t to spell but k later  ents  Squirrel is same nouflage in	Literature Models Ranger Rick maga Animal Dads by S Getting Dinner by		
	Teacher				Student		
During	⊠ Establish     "Thesis stat     to be about     ⊠ Provides     ⊠ Tries It Ou     — Picture-p     Squirrel! V     their habit	reviews Target Skill—Thes or reviews—How the Tatements tell your reader or what you think." or reviews literary and surfusing teaching technic prompted parallel writing What squirrel? Camouflat. The colors of the squirrel und him. Squirrels need parallel with the colors of the squirrel parallel p	arget Skill helps what your paratudent example que age helps animals for help him l	the reader:  agraph is going  es  blend in with  bide in the		write to for bell wo red parallel writing o t Skill	
	Teacher				Students		
After	☐ Meets wi ☑ Plans nex current min –Use pictu next lesso – Use thesi	ices with individual stud th a small group at mini-lesson based on r ni-lesson and students' in are-prompted writing to on is statement Target Skil rting details	notes and observ dependent writ assess thesis st	ings atements in		ply Target Skill haring thesis statem rom learning logs	nents,